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ABSTRACT

This report, the third annual report on the Restructuring and Collaboration Fund (R&CF) of the Higher Education Funding Council for England, summarizes the progress and projects being funded through the R&CF that had been approved before the end of December 2000. Section 1 is a summary table listing all projects and grant allocations approved to that point. Section 2 gives an overview of the main types of projects and the main developments during 2000. Section 3 contains individual progress reports on continuing projects with contact details for further information. Section 4 lists the projects completed before January 2000 and notes the projects previously described. Section 5 outlines criteria against which projects are assessed, along with the standard terms and conditions that are applied to all approved projects. (SLD)

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ED 456 703

Report || September 01/55

Restructuring and Collaboration Fund

Progress report on approved projects in 2000

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Restructuring and Collaboration Fund

Progress report on approved projects in 2000

To	Heads of HEFCE-funded higher education institutions
Of interest to those responsible for	Finance, planning, strategic development, estates
Reference	01/55
Publication date	September 2001
Enquiries to	On individual projects contact the Regional Consultant or Higher Education Adviser for the institution For general enquiries about the fund contact Sue Vaudin Higher Education Adviser tel 0117 931 7484 e-mail s.vaudin@hefce.ac.uk

Executive summary

Purpose

1. This is our third annual report on the Restructuring and Collaboration Fund (R&CF). It summarises the progress of projects being funded through the R&CF which had been approved before the end of December 2000. It includes contact details to obtain further information on individual projects.

Key points

2. Section 1 of this report is a summary table listing all projects and grant allocations approved until the end of December 2000.

3. Section 2 gives an overview of the main types of project which institutions have put forward for support, and the main developments during 2000.

4. Section 3 contains individual progress reports on continuing projects, with contact details for further information.

5. Section 4 lists those projects which were completed before January 2000, and notes which progress reports were included in our previous R&CF reports, HEFCE 99/34 and HEFCE 00/30. They are not described further in this report.

6. Section 5 sets out the criteria against which we assess applications, and the standard terms and conditions that we apply to all approved projects, again noting the amendments which have been made during 2000.

7. There is a key to abbreviations on the inside back cover.

Action required

8. None: this report is for information. Any institution seeking further information should contact its HEFCE Regional Consultant or Higher Education Adviser. For contact details see our web-site at www.hefce.ac.uk.

Section 1: Summary of approved projects

Region	Institution	Project	AY 1997-98 £M	AY 1998-99 £M	AY 1999-2000 £M
East	Association of Universities of the East of England	HE regional consortium of seven universities in the East region and the Open University			0.025
East	Cranfield University	Restructuring of Institute of Bioscience and Technology with agriculture programmes, and relocation of staff between Cranfield and Silsoe campuses			1.304
East	University of Essex	Merger with East 15 Acting School			
East	University of Essex	Development of outreach provision through establishing new campus in Southend in collaboration with South East Essex College			
East	University of Hertfordshire	Development of the De Havilland Campus			
East	**Sub-total approved commitments**				**1.329**
E.Midlands	De Montfort University – HE and the University for Industry	Pilot project to develop a model for UfI Learndirect delivery in the East Midlands		0.005	0.007
E.Midlands	East Midlands Universities Association	HE regional consortium of universities and HE colleges in the East Midlands			0.023
E.Midlands	Loughborough University	Merger with Loughborough College of Art and Design	0.130	0.331	
E.Midlands	**Sub-total approved commitments**		**0.130**	**0.336**	**0.030**

AY 2000-01 £M	AY 2001-02 £M	AY 2002-03 £M	AY 2003-04 £M	AY 2004-05 £M	Total grant from R&CF £M	Repayable grant (in addition to the grant) £M
0.021	0.029				0.075	
0.046	0.150				1.500	
0.607	0.162	0.100			0.869	
0.900	0.900	0.200			2.000	
2.620	0.180				1.800	1.000
4.194	**1.421**	**0.300**			**6.244**	**1.000**
					0.012	
0.028	0.024				0.075	
0.051					0.512	
0.079	**0.024**				**0.599**	

Region	Institution	Project	AY 1997-98 £M	AY 1998-99 £M	AY 1999-2000 £M
London	Birkbeck College	Restructuring of science teaching and research, with transfer of physics to UCL	0.473	0.201	0.709
London	City University on behalf of the London HE consortium	Review of range and pattern of engineering provision in London			
London	University of East London	Equipment of media centre as part of the development of Docklands campus			0.245
London	Goldsmiths College	Acquisition of property adjacent to College campus to allow development of national centre of excellence for the arts			1.004
London	London HE Consortium	HE regional consortium of all HEFCE-funded HE institutions within the M25			0.038
London	Middlesex University	Restructuring and rationalisation of the estate to three main sites			
London	University of North London	Acquisition of land adjacent to University for strategic development of estate		0.819	0.091
London	Royal Academy of Music	York Gate refurbishment project to develop new teaching and display accommodation			2.000
London	School of Slavonic and East European Studies	Development of new language unit		0.134	0.220
London	Thames Valley University	Restructuring costs of implementing the academic and financial recovery plan			3.400
London	Thames Valley University	Development of Learning Resource Centre	0.662	0.210	0.091
London	**Sub-total approved commitments**		**1.135**	**1.364**	**7.805**

AY 2000-01 £M	AY 2001-02 £M	AY 2002-03 £M	AY 2003-04 £M	AY 2004-05 £M	Total grant from R&CF £M	Repayable grant (in addition to the grant) £M
0.221	0.288				1.892	
0.030					0.030	
					0.245	
0.596					1.600	
0.038	0.037				0.113	
4.000						4.000
					0.910	
						2.000
0.142					0.497	
					3.400	
					0.969	
5.027	**0.325**				**9.654**	**6.000**

Region	Institution	Project	AY 1997-98 £M	AY 1998-99 £M	AY 1999-2000 £M
National	Committee of University Chairmen	Development of CUC training and information activities			
National	Consortium of Universities	To increase the international attractiveness of the British PhD			
National	Council of Church and Associated Colleges	Collaborative network of church colleges			0.033
National	e-University	Development costs for the e-University			
National	Higher Education Environmental Partnership	Collaboration to undertake research and identify the major areas of environmental impact of HEIs			
National	Higher Education and Research Opportunities (HERO)	To provide an internet portal to a range of web-based information services about HE		0.053	0.478
National	Institute for Learning and Teaching	Contribution to set-up costs of ILT		0.424	0.779
National	Regional Contribution of Higher Education	Joint HEFCE/Universities UK project to map the range of contributions which HEIs make to regional development			0.020
National	**Sub-total approved commitments**			**0.477**	**1.310**
N.East	University of Northumbria	Learning resources centre at Carlisle			
N.East	Universities for the North-East	HE regional consortium for all HE institutions in the North East, continuing the work of HESIN			0.011
N.East	University of Sunderland	Support for the development of flexible learning			

Y 2000-01 £M	AY 2001-02 £M	AY 2002-03 £M	AY 2003-04 £M	AY 2004-05 £M	Total grant from R&CF £M	Repayable grant (in addition to the grant) £M
0.035	0.035	0.035			0.105	
0.373	0.307	0.285	0.097		1.061	
0.025	0.017				0.075	
1.130					1.130	
0.188	0.176	0.176	0.060		0.600	
0.261	0.064				0.856	
0.468	0.511				1.682	0.500
0.132					0.152	
2.612	**1.110**	**0.496**	**0.157**		**5.661**	**0.500**
	0.608	0.608	0.134		1.350	
0.023	0.023	0.011	0.008		0.075	
1.169	0.302	0.163			1.634	

Region	Institution	Project	AY 1997-98 £M	AY 1998-99 £M	AY 1999-2000 £M
N.East	University of Teesside	Redevelop the university's academic portfolio, including interdisciplinary programmes in media, leisure, health sciences and biomechanics			0.300
N.East	**Sub-total approved commitments**				**0.311**
N.West	Advisory Group for Higher Education in Cumbria (AGHEC)	Study of demand for HE in Cumbria			0.016
N.West	Chester College of Higher Education	Diversification and expansion of college portfolio through development of business and management education to meet regional economic development needs			0.630
N.West	Higher Education North West	HE regional consortium involving all HE colleges in the North West			0.025
N.West	Lancaster University	Broaden and expand science provision, including cross-disciplinary programmes in science, social science and management; and to develop teaching and research		1.041	0.101
N.West	Liverpool Institute of Performing Arts	To develop specialist excellence in teaching contemporary music		0.421	0.468
N.West	University of Manchester	Restructuring and realignment of the university's medical school		0.675	0.113
N.West	North West Universities Association	HE regional consortium involving all Universities in the North West			0.025
N.West	University of Salford	Restructure science and engineering; enhancing industrial links and developing entrepreneurial skills			1.493
N.West	**Sub-total approved commitments**			**2.137**	**2.854**

AY 2000-01 £M	AY 2001-02 £M	AY 2002-03 £M	AY 2003-04 £M	AY 2004-05 £M	Total grant from R&CF £M	Repayable grant (in addition to the grant) £M
0.350	0.295	0.105			1.050	
1.542	1.227	0.887	0.142		4.109	
					0.016	
0.170	0.120	0.130			1.050	
0.025	0.025				0.075	
0.034	0.340	0.340			1.656	
0.469	0.047				1.404	
0.212					1.000	
0.025	0.025				0.075	
0.195	0.187				1.875	
1.146	0.744	0.470			7.351	

Region	Institution	Project	AY 1997-98 £M	AY 1998-99 £M	AY 1999-2000 £M
S.East	Consortium of Art and Design Institutes in Southern England (CADISE)	Consortium for joint activities between specialist providers of art, design and communication studies		0.048	0.046
S.East	Canterbury Christ Church University College	Working capital/start-up costs for the Thanet Campus		0.030	0.045
S.East	Canterbury Christ Church University College	Merger with The College of Guidance Studies			0.388
S.East	Higher Education South East	HE regional consortium of universities and HE colleges in the South East			0.017
S.East	King Alfred's Winchester	Refurbishment of West Downs School building			1.042
S.East	Oxford Brookes University	Merger with Westminster College, Oxford			1.093
S.East	University of Southampton	Staff restructuring following merger with La Sainte Union	0.372	0.098	
S.East	University of Southampton	Development of programmes and estate at New College			
S.East	**Sub-total approved commitments**		**0.372**	**0.176**	**2.632**
S.West	Universities of Bath and East Anglia	Transfer of physics staff and equipment from UEA to Bath			0.160
S.West	Bournemouth University	Bournemouth area demand study			
S.West	Combined Universities in Cornwall	Study of demand for HE in Cornwall		0.015	
S.West	Combined Universities in Cornwall	Provision of working capital for HE in Cornwall to support initial development of Combined Universities in Cornwall			
S.West	Higher education regional development association – HERDA SW	HE regional consortium for universities and HE colleges in the South West			0.013
S.West	**Sub-total approved commitments**			**0.015**	**0.173**

AY 2000-01 £M	AY 2001-02 £M	AY 2002-03 £M	AY 2003-04 £M	AY 2004-05 £M	Total grant from R&CF £M	Repayable grant (in addition to the grant) £M
0.023					0.117	
0.668	0.496	0.131			1.392	
0.195	0.041				0.625	
0.041	0.034	0.008	0.011		0.113	
0.116					1.158	
0.731					1.824	
					0.470	
2.443	0.661	0.345			3.449	
4.238	**1.232**	**0.485**	**0.011**		**9.146**	
0.026					0.186	
0.023					0.023	
0.005					0.020	
0.293	0.033				0.325	
0.025	0.021	0.009	0.008		0.075	
0.372	**0.054**	**0.009**	**0.008**	**0.629**		

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Region	Institution	Project	AY 1997-98 £M	AY 1998-99 £M	AY 1999-2000 £M
W.Midlands	Coventry University	Reprofiling of provision in science courses, moving from physics and materials sciences into sports science		0.250	
W.Midlands	Keele University	Restructuring of departments to rationalise schools in larger groups			0.120
W.Midlands	Staffordshire University	Restructuring of engineering and science departments			
W.Midlands	West Midlands Consortium	HE regional consortium of universities and HE colleges in the West Midlands			
W.Midlands	University of Wolverhampton	Restructuring of engineering, language and science departments			
W.Midlands	**Sub-total approved commitments**			**0.250**	**0.120**
Yorks	University of Bradford	Collaboration with Bradford College			0.027
Yorks	University of Bradford	IconLab, with the National Museum of Photography, Film & Television			
Yorks	Bretton Hall	Manygates project			0.424
Yorks	University of Hull	Merger with North Riding College			
Yorks	Leeds Metropolitan University	Merger with Harrogate College and development of individualised Programmes of Study Schemes		0.455	
Yorks	University of Leeds	Merger with Bretton Hall College			
Yorks	University of Leeds	Law library collaboration			
Yorks	University of Lincolnshire and Humberside	Restructuring of the University's science provision			
Yorks	College of Ripon and York St John	Strategic development of York Campus			

AY 2000-01 £M	AY 2001-02 £M	AY 2002-03 £M	AY 2003-04 £M	AY 2004-05 £M	Total grant from R&CF £M	Repayable grant (in addition to the grant) £M
0.028					0.278	
0.639	0.469	0.131	0.151		1.509	
0.553	1.237	0.153	0.023	0.218	2.185	
0.045	0.027	0.007			0.075	
0.698	0.616	0.126	0.120		1.599	
1.390	**2.092**	**1.265**	**0.294**	**0.218**	**5.606**	
0.154	0.003				0.184	
0.025	0.005				0.030	
0.048					0.472	
					0.455	
2.243	6.356				5.600	3.000
0.066	0.077	0.018			0.160	
1.067	0.256	0.208			1.530	
0.540	1.370	1.490			3.400	

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Region	Institution	Project	AY 1997-98 £M	AY 1998-99 £M	AY 1999-2000 £M
Yorks	University of Sheffield	New academic and clinical teaching and research facility in collaboration with Sheffield Women's Hospital			
Yorks	Sheffield and Lancaster Universities	Transfer of chemistry staff from Lancaster to Sheffield and build up of Lancaster environmental science			
Yorks	Yorkshire and Humberside Universities Association	HE regional consortium of the universities in Yorkshire and the Humber		0.029	0.025
Yorks	Universities of York and Essex	Transfer of physics staff from Essex to York			0.042
Yorks	**Sub-total approved commitments**			**0.484**	**0.960**
Total	**Ongoing approved commitments**		**1.637**	**5.239**	**17.522**

AY 2000-01 £M	AY 2001-02 £M	AY 2002-03 £M	AY 2003-04 £M	AY 2004-05 £M	Total grant from R&CF £M	Repayable grant (in addition to the grant) £M
1.350	0.150				1.500	
0.551	0.061	0.126	0.082		0.820	
0.025					0.079	
0.022					0.064	
6.562	**8.633**	**1.929**	**0.082**		**15.650**	**3.000**
27.162	**16.862**	**5.841**	**0.694**	**0.218**	**64.649**	**10.500**

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Section 2: Overview of progress

9. The HEFCE Restructuring and Collaboration Fund (R&CF) was introduced in 1997-98. It is used as a discretionary fund to support development projects which higher education institutions (HEIs) could not, or would not, fund for themselves. Its focus is organisational and institutional restructuring to improve teaching and research and to meet new demands, and collaborative projects between HEIs and with other partners.

10. We published in May 1999 our first annual report summarising the objectives and progress of projects supported through the fund (HEFCE report 99/34). The second annual report was published in July 2000 (HEFCE 00/30), covering projects approved up to the end of 1999. This third annual report summarises the objectives of new projects approved during the calendar year 2000, and the progress made by new and continuing projects up to the end of that year.

11. This section gives an overview of developments, and identifies the categories of projects being supported through the fund.

Key facts

12. Key aspects of the scheme, as it has operated up to the point of writing (end June 2001), are:

a. Since its introduction in 1997-98, we have approved 96 separate projects up to end of June 2001. This excludes projects relating to the expansion of medical intakes – see paragraph 25 below. It treats as separate projects those developments for which successive stages were separately approved – for example, an area demand study which subsequently informed a project to expand higher education (HE) provision. The profile of approvals (by academic year, depending on when the project commences) is:

- 1997-98: 4
- 1998-99: 14
- 1999-2000: 28
- End of Dec 2000: 23.

Since the end of December 2000 we have approved a further 27 projects.

b. We have spent the following sums (again, by academic year):

- 1997-98: £1.637 million
- 1998-99: £5.239 million
- 1999-00: £17.522 million
- End of Dec 2000: £27.162 million.

Since the end of December 2000 we have approved further projects, representing total grant commitments of £34 million up to 2004-05.

13. The main categories of activity we are now supporting are as follows.

Mergers and strategic alliances

14. There has been a continuing flow of merger projects supported through the R&CF. This is one end of the spectrum of inter-institutional partnerships and collaborations. The number of full mergers is very small. But it remains an important mechanism for securing the continuance, in a new form, of valuable provision, particularly in cases where an institution concludes that it cannot sustain its academic or financial viability as a separate HEI. The HEFCE's position remains that we will not seek to compel any institution to merge against its will. For a merger to be successful, the institutions have to conclude for themselves that it is the right path to follow. But where institutions reach that conclusion, the R&CF can play an important part in smoothing the way by meeting the transitional costs, which can be substantial. These may include refurbishment of buildings, costs of merging programmes and new programme development, IT connections between the campuses, rationalising support services, and staff restructuring.

15. Examples of recent mergers and strategic alliances being supported through the fund are:

- Canterbury Christ Church University College with the College of Guidance Studies
- Hull University with North Riding College
- Imperial College with Wye College
- Leeds University with Bretton Hall College
- Oxford Brookes University with Westminster College Oxford.

Restructuring to meet changes in demand

16. A growing theme during the year has been action by HEIs to restructure their provision in the light of changes in student and employer demand. The HEFCE looks to all the institutions we fund to keep recruitment trends and employer needs under careful review, and continuously to adjust their course offer accordingly. That is part of normal good management.

17. For some HEIs, however, the scale or speed of the restructuring needed to adapt to new student and employer demands, and to position themselves to meet future requirements effectively, is such that the institution could not afford it within normal revenue funding while sustaining high quality current activity in teaching and research. We welcome HEIs taking the initiative to forecast future demands, to review the implications for their course offer, teaching approach and departmental structure, and to take action in good time, seeking R&CF support where necessary.

18. Projects in this category include:

- Chester College of Higher Education
- Cranfield University
- Keele University
- Lincolnshire and Humberside University
- Ripon and York St John College
- Salford University
- Staffordshire University
- Sunderland University
- Teesside University
- Wolverhampton University.

Development of the physical infrastructure

19. We seek to support the capital needs of HEIs for investment in their estate and physical infrastructure through a number of programmes. The poor estates programme has selectively allocated capital funds to those HEIs that inherited the worst estates. The previous Joint Infrastructure Fund, and the current Science Research Investment Fund, are allocating substantial capital funds to support upgrading of the infrastructure for research. The teaching formula capital programme seeks to provide some help for all HEIs towards investment in their teaching and IT facilities.

20. From time to time, however, HEIs identify strategic opportunities to restructure their estate which do not fit easily within these other programmes – for example, because the project did not meet poor estates criteria, or its scale is beyond what could be afforded with the institution's formula share of teaching capital. These projects are designed to achieve some strategic step-change in the HEI's use of its estate, particularly to improve facilities for students.

21. Examples of projects in this category are:

- Goldsmiths College
- Hertfordshire University
- King Alfred's College
- Northumbria University at Newcastle
- Ripon and York St John College
- Royal Academy of Music.

Regional developments

22. During the year, awareness of the importance for higher education within the regional agenda continued to grow. This was reflected in a range of R&CF projects:

a. The fund continued to support the operation of a regional association of HEIs in each of the nine regions of England. Separate progress reports on each of those associations are in this publication. We believe the associations are demonstrating their value as mechanisms for HEIs to collaborate in appropriate activities, and for HE collectively to work with other regional players, such as Regional Development Agencies and Government Offices.

b. To improve understanding of the full range of regional contributions made by HEIs, the Centre for Urban and Regional Development Studies at the University of Newcastle

(CURDS) has been co-ordinating an R&CF project to produce reports for each region prepared under the aegis of the regional HE association. These were published in June 2001. They are also producing a national overview report and a report on a methodology for HEIs to benchmark their regional activities.

c. The fund has supported several regional HE demand studies, including a new study approved in 2000 in the Bournemouth area. Given the widely recognised constraints on qualified student demand, we expect it to become the norm that plans for significant expansion should be robustly based on regional demand studies. The fund has also supported several projects to expand HE provision, in the light of previous demand studies, particularly to widen participation by offering better local access for under-represented groups. These projects include:

- Canterbury Christ Church University College in Thanet
- Combined Universities in Cornwall
- Essex University in Southend
- Southampton University New College.

d. An important regional initiative in London has been the review of engineering provision, involving all the HEIs with engineering programmes within the M25 area. This is a good example of a regional association of HEIs identifying a common need and collaborating to address it – in this case, to review the range of provision in the London area in the light of changing student recruitment and employer demand.

HEI-led collaborative projects

23. The fund is supporting an increasing range of collaborations initiated by HEIs, either with other HEIs or with a range of partners outside the HE sector. We welcome this. Higher education remains in important respects highly competitive, for example in student recruitment and in the pursuit of research excellence. But we believe there is a lot of scope to increase collaboration for the benefit of students, staff and other partners.

24. Projects illustrative of the many forms of collaboration include:

a. Bradford University's joint project with the National Museum of Photography, Film and Television to develop a new form of digital media lab.

b. Bradford University's partnership with Bradford College, covering both academic collaboration and joint provision of administrative services.

c. The Council of Church Colleges

d. The Enhanced PhD project, through which a group of 10 universities is developing new approaches, combining a programme of formal coursework with a research project.

e. Essex University's merger with East 15 Acting School, a specialist independent drama college.

f. Law Libraries Collaboration, to improve library and information support for law researchers, initially focused in the Yorkshire and Humberside region.

g. Sheffield University's project with Sheffield Women's Hospital to create a new academic and clinical teaching and research facility, bringing together the two academic departments of obstetrics and gynaecology based in the Jessop Hospital for Women and the Northern General Hospital.

National collaborative projects

25. We are using the fund as a mechanism for pump-priming national projects which we believe will be of general benefit to the HE sector, and which involve collaboration with HEIs and sometimes other partners. This category of projects includes:

- support for the governor training, information and development activities of the Council of University Chairmen
- the e-University project
- the new HE web portal, 'Higher Education and Research Opportunities'
- The Institute for Learning and Teaching.

Expansion of medical intakes

26. Over the past three years, we have been undertaking, jointly with the Department of Health, a succession of exercises to expand medical training places in universities, in order to meet the NHS's future need for doctors. In last year's R&CF progress report (HEFCE 00/30) we included several projects associated with the expansion of medical places which were being funded through the R&CF. But the funding for the programme is now on such a scale that we have decided to create a separate budget line to cover it, because otherwise it would have distorted the R&CF programme. For this report, we have therefore removed all of the previous R&CF projects associated with medical intakes. The progress of the exercise overall has been reported separately in HEFCE reports 99/42 and 01/31.

27. This is a good example of the way the R&CF can be used to pump-prime the initial stages of new developments, until they reach a point at which their size justifies separate treatment. The e-University project is another example. Its design and start-up costs have been funded through the R&CF, but its implementation involves a different order of magnitude of spending. The Government has allocated £62 million to support implementation of the project over the three years 2001-02 to 2003-04. That is being assigned to a separate budget line.

Future prospects

28. The pace of change in higher education remains unrelenting. All universities and HE colleges need to keep under review their structure and approach, making changes as necessary to ensure that teaching and research activities are kept aligned with current and future needs. Many of those changes apply at the margin, and are funded from mainstream teaching and research grant.

29. But from time to time more fundamental changes are required, to re-shape the institution's structure or the pattern of its partnerships. The Restructuring and Collaboration Fund exists to support such step-function changes, where a benefit can be demonstrated for students, staff and the wider community. We remain happy to consider any proposals which institutions may wish to put forward, where they meet the criteria and requirements set out in Section 5.

30. As a result of the Government's July 2000 spending review, the size of the R&CF programme has been increased to £30 million a year. That funding will be available particularly to support restructuring of research. As Section 1 and paragraph 11 show, the number of projects being approved, and the scale of funding being allocated, has risen rapidly. We have now reached a stage where we shall not be able to fund further increases in demand. We shall therefore be introducing a more competitive element into the consideration of proposals.

Section 3: Individual project summaries

This section provides summaries of projects which have been approved, but not completed by January 2000, with contact details.

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Birkbeck College, London

Start date	October 1997
Expected completion	31 July 2001
Duration	Four years; funding from the HEFCE is for three years
Cost	HEFCE grant: £1,892,000 1997-98 £756,800 1998-99 £548,680 1999-2000 £586,520 Contribution from the college (to 1 March 2000): £172,000
R&CF criteria	Major changes to the academic portfolio Structural realignments within institutions
Contact	Mr D A B McGhie Planning Office Birkbeck College Malet Street LONDON WC1E 7HX tel 020 7631 6276

Aims and objectives

The aim of the project is to support the restructuring of the college's science teaching and research provision. Its main objectives are to:

- close the department of physics and transfer its teaching and research activities to University College London (UCL)
- refurbish the accommodation of the former department of physics for use by other teaching and research staff and students
- refurbish selected laboratory and research facilities for the school of biological and chemical sciences and the school of crystallography
- support the cost of replacement research equipment for the school of biological and chemical sciences.

Programme of work

Stage one: October 1997 – closure of the department of physics and transfer of three academic and one technical staff to UCL. Also transfer of the BSc in physics to UCL from the same date. Severance and revised terms of employment agreed with the department's remaining staff. The transfer to UCL is underwritten by an agreed four-year programme of quarterly payments by Birkbeck to UCL in respect of teaching funds.

Stage two: 1998-99 – planning and implementation of accommodation refurbishment project for those areas formerly occupied by the department of physics.

Stage three: 1999-2000 to 2000-01 – refurbishment and reorganisation of laboratory space in the school of biological and chemical sciences. Purchase of spectrometry and related research equipment for the biomedical analysis centre in the school.

Project outcomes

Although the college has ceased to offer teaching in physics at undergraduate level, the part-time BSc in physics continues to be provided at UCL under the terms of the transfer agreement between the college and UCL. As a result, student choice has been preserved and enhanced, since this collaborative venture is leading to the development of new part-time study opportunities in science between the two colleges.

The first phase of accommodation works was completed in September 1999 with the refurbishment of an area of about 700 square metres formerly occupied by the department of physics at a cost of £690,000. This area has been refurbished to provide high-quality teaching, research, IT and library space. Much higher levels of space utilisation are being obtained as a result of this re-organisation.

The final phase of the project is due for completion in summer 2001. An existing unmodernised laboratory suite in the school of biological and chemical sciences is to be refurbished to house the school's new research facility for biomedical and environmental mass spectrometry. In addition, £250,000 of the grant funds have been allocated for purchase of the equipment which will be used to establish this centre.

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Bournemouth University

Start date	1 May 2000
Expected completion	31 October 2000
Duration	Six months
Cost	Total project cost: £39,362
	HEFCE grant: £19,681
R&CF criteria	Major changes to the academic portfolio
	Collaborative arrangements between HEIs
Contact	David Williams, Head of Research, Innovation and Strategy Studland House 13 Christchurch Road BOURNEMOUTH BH1 3LG
	tel 01202 503808 fax 01202 503917 e-mail dwilliam@bournemouth.ac.uk

Aims and objectives

The aim of the study was to establish how much, and how, HE can be 'grown' in the sub-region in order to:

- widen access and increase social inclusion
- meet skill shortages and help attract inward investment
- match HE to local demand
- work with businesses to develop continuing professional development and work-based learning
- inform the provision of foundation degrees.

The objectives were:

- the development of cautious, moderate and high growth scenarios of future HE demand to 2005, based on analysis of quantitative and qualitative indicators, consideration of the special characteristics of the sub-region, and appropriately targeted market research with schools, colleges and employers
- to use the outcomes to the study to inform the future development of HE provision across the sub-region.

Programme of work

- April-June 2000 – Detailed discussions with partner FE and HE institutions as to their interest in, and involvement with, a major study of HE demand for the sub-region
- June 2000 – Initial discussions with external organisations with the ability to undertake the work
- Early July 2000 – Development of detailed tender for the work to be carried out
- Early August 2000 – Award of tender and establishment of small management group to work with the external consultants
- Late August 2000 – Commencement of desk research
- September and early October 2000 – Undertake primary research with schools, colleges and employers
- Mid-October 2000 – Collate findings and present first draft to management group
- End October 2000 – Complete final report.

Project outcomes

An interim report and associated workshop for participating institutions to explore/discuss issues.

Submission of a final report accompanied by a presentation to clients.

Consideration by steering group of participating institutions of how to take the findings of the study forward, including the development of detailed implementation strategies to realise forecast growth in HE demand (ongoing).

University of Bradford: IconLab

Start date	October 2000
Expected completion	May 2001
Duration	Eight months – This funding covers a feasibility project; the full IconLab project will require a longer programme of definition, fund-raising and implementation, dependent on the results of the feasibility study
Cost	Total project cost: £80,000 HEFCE grant: £30,000
R&CF criterion	Collaborative arrangements between higher education institutions
Contact	Professor Rae Earnshaw Dean, School of Informatics University of Bradford Richmond Road BRADFORD BD7 1DP tel 01274 234001 e-mail r.a.earnshaw@bradford.ac.uk Tony Sweeney Deputy Head National Museum of Photography Film & Television BRADFORD BD1 1NQ tel 01274 203333 e-mail a.sweeney@nmsi.ac.uk

Aims and objectives

The IconLab project will create a new type of public-focused media lab bringing together educational, cultural and industrial perspectives. It will explore and communicate the ways in which digital media are contributing to the 'knowledge society'.

IconLab will build upon the pioneering relationship that already exists between the University of Bradford and the National Museum of Photography, Film and Television by providing a new forum that will bring together digital media producers, educators, and consumers of all kinds. Through a mixture of industry-led research, workshop space and visiting fellows it will become a major national resource in helping identify the massive potential that is emerging from the growing convergence of technology, creative art and media culture. It aligns strongly with the Regional Development Agency's commitment to digital media industries in their 'business cluster' strategy.

Programme of work

The feasibility study comprises the following activities.

a. Content and market positioning studies:
   - SWOT/market/competitor/comparator analysis to clarify needs and opportunities
   - refinement of vision, aims, content, audiences, benefits and unique selling points
   - specification of marketing strategy and brand positioning.

b. Organisational and physical structure:
   - options for formal organisational structure
   - specification of staffing and expertise needs
   - specification of infrastructure and physical location needs
   - identification of potential partners, stakeholders and opinion-formers.

c. Business plan:

- analysis of deliverable capital/operating scale and resourcing options
- identification of critical success factors, and gap analysis
- identification of potential revenue sources, including commercial income generation.

The three main strands of work are running in parallel over the duration of the project.

Project outcomes

Planned final outcome: A full feasibility study report and project definition document comprising the above elements, providing a robust basis on which to progress the full IconLab project.

Current state of progress: Work in each specific sub-area of the overall feasibility study has progressed to the point where the required mix of internal and commissioned sub-studies has been defined, and these are now being initiated. Productive discussions have been held with representatives of Yorkshire Forward (RDA) and Government Office for Yorkshire and the Humber.

Planned interim outcome: At mid-project stage, a 'first-pass' scoping report will be produced, which will be further refined in the second half of the project.

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University of Bradford collaborative project with Bradford College

Start date	August 2000
Expected completion	August 2001
Duration	One year
Cost	Total project cost: £321,650 HEFCE grant for Phase 2: £154,000
R&CF criterion	Collaborative arrangements between higher education institutions
Contact	Professor Colin Mellors Pro Vice-Chancellor University of Bradford Richmond Road BRADFORD BD7 1DP tel 01274 233816 fax 01274 235720 e-mail C.Mellors@bradford.ac.uk

Aims and objectives

The University of Bradford and Bradford College have a long-standing history of collaboration. In 1995 this was formalised through the Agreement of Association, which covered key aspects of academic and infrastructure collaboration. In 1999-2000, HEFCE funded phase one of the collaboration project, which facilitated a wide ranging review of the existing arrangements and identified areas of academic activity and infrastructure which could be developed for possible further collaboration.

The current HEFCE grant covers phase two of the project, which aims to further develop and implement a number of projects previously identified in phase one, with a view to enhancing the existing partnership. The aims include:

- demonstrate examples of the different models of collaboration
- generate momentum towards collaboration within both institutions, and ideally provide the potential for further spin-off collaborative activities
- rationalise resources across both institutions by collaborative provision in areas of academic activity and infrastructure.

Programme of work

The programme of work is divided into two categories that will be carried out during phase two of the project.

a. Infrastructure projects – The project will focus on three infrastructure areas which will, on completion, provide a more cost-effective service, improve the quality of provision, and share good practice:
   - the creation of a single print service across both institutions
   - a review of the central student record system
   - the establishment of a joint presence or city office within Bradford city centre.

b. Models of academic collaboration – The project will focus on three major areas of academic activity, which will target those academic subject

areas identified as being innovative or interdisciplinary. It will focus on cases where one institution alone does not have the full range of expertise, but where the two together can provide a range of courses which would otherwise not be possible.

- joint **ownership** of new undergraduate activity (BA Hons Applied Criminal Justice Studies)
- joint **delivery** of new undergraduate activity (including BSc Hons Cosmetic Science; BSc Hons Internet, Law and Society)
- development of curriculum strategy (including part-time engineering degrees).

Project outcomes

The project will result in the following outcomes:

- the creation of a number of innovative programmes of study, drawing on the strengths of the two institutions, which will lead to increased customer choice. Together with the resulting improvement in the administrative arrangements supporting such joint arrangements, this will facilitate the development of activities not included in the project to date
- jointly run, more cost-effective services
- the identification of economies of scale which will facilitate the release of funds for investment into core activities of both institutions, including the rationalisation of some areas
- a detailed appraisal of the various models of collaborative activity undertaken during the project and the subsequent development of blueprints/models of good practice, which will be of benefit not only to the two institutions involved, but to the wider HE community.

Bretton Hall College 'Manygates' Project

Start date	November 1999
Expected completion	Construction project – 3 July 2000 Fully operational – September 2000
Duration	34-week construction period
Cost	Total project cost: £1,706,000 Construction contract: £1,267,684 HEFCE grant: £472,000
R&CF criteria	Institutional restructuring with sufficiently innovative aspects to be of general benefit to the sector Structural realignments within institutions
Contact	Professor David Sugden Acting Principal Bretton Hall College of the niversity of Leeds West Bretton WAKEFIELD WF4 4LG tel 01924 830261

Aims and objectives

Bretton Hall College has developed a strong reputation for the quality of graduates emerging from the Surface Pattern degree programme, whose progression into employment traditionally encapsulated the major textile companies operating in west and south Yorkshire. However, the textile industry underwent significant changes during the 1980s and subsequent decline during the 1990s. While decline had occurred, a vibrant, niche market was emerging – either directly supporting the textile and apparel sectors or the non-traditional industries through the process of design supported by the new technologies. The Design Realisation Centre project was the result of these observations. From the newly created centre, higher education and industry were intended to interface, sharing the benefits that state of the art skills and innovative techniques could provide to established and new markets. Through such support, the college was able to provide assistance to large and small companies and contribute to retention of graduates in the area by providing studio space from which new business start-ups could be generated.

An integral component of the project was the transfer of the Surface Pattern course programme from its leased premises to the new facility, which could accommodate both the traditional and the new technology processes as introduced whilst functioning from an environment that was conducive to representatives of industry.

Programme of work

The programme of works:

- the construction contract commenced in November 1999 and concluded, on schedule, in July 2000
- the Surface Pattern course transferred to the new premises for the academic year 2000-01
- new programmes and services were designed to meet the needs of new entrants to the industry and existing companies

- the project was subjected to review and evaluation as part of the merger plans between the college and the University of Leeds, and support to continue the work was given.

Project outcomes

The project has delivered a new, purpose-built unit based at the Manygates campus, a central location within Wakefield. The introduction of new technologies within the curriculum has resulted in radically new concepts of design being produced by the undergraduates and by employees of companies operating within the area. Additionally over 150 small and medium sized enterprises have accessed technical and business development support during the period under review. The acquisition of a digital printer inspired the establishment of a new short course 'Innovation in Design' in 1999, with the techniques and processes becoming embedded into the Surface Pattern course as standard practice. Students have successfully combined 'old' and 'new' techniques to produce highly creative pieces of work, which are now on permanent display in the Design Realisation Centre foyer.

As from 1 August 2001, the Centre will provide a focal point for future HE/industry liaison through the newly merged institution of the University of Leeds in Wakefield.

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Canterbury Christ Church University College – Thanet Campus

Start date	March 1999
Expected completion	October 2000
Duration	18 months
Cost	Total project cost: £7.8 million HEFCE grant: £1.392 million (in three phases) a. Feasibility study £30,000 b. Development of business case/initial start-up costs £45,000 c. Set-up costs £1.317 million
R&CF criteria	Institutional restructuring with sufficiently innovative aspects to be of general benefit to the sector Major changes to the academic portfolio
Contact	Roger Clayton Assistant Principal (Business) Canterbury Christ Church University College North Holmes Road CANTERBURY CT1 1QU tel 01227 782203 fax 01227 456439 e-mail hrc1@cant.ac.uk

Aims and objectives

The creation of a new campus in Thanet will address two main issues:

- the need to increase participation in higher education in Thanet, which is consistently significantly below the national average
- to aid the economic regeneration of Thanet (the region has Objective 2 status).

The college did not seek a grant to cover the capital costs of the building but funding was sought to cover 50 per cent of the identified start-up costs.

Programme of work

First phase of funding: study to assess the feasibility of establishing an HE presence in Thanet.

Second phase of funding: business proposal to be prepared and submitted to the relevant internal and external bodies.

Third phase of funding: start-up of the campus, including expenditure on communications, IT facilities, equipment for a learning centre, and an initial increase in academic and support staffing levels.

Project outcomes

The project started in March 1999 with a feasibility study, which was partially funded by HEFCE.

Following the findings of the feasibility study, the college developed, with the support of HEFCE, a full business proposal which was submitted to the college's governing body, HEFCE and other parties in September 1999.

Implementation of the proposal began in Autumn 1999 and involved:

- the securing of land
- obtaining planning permission
- applying for and securing funding from Objective 2 funds (Single Regeneration Budget and European Regional Development Funds)
- negotiating contracts for design and construction of building Phase 1 to be opened September 2000
- official launch of Thanet Campus in January 2000 and start of construction
- validation of new academic programmes in spring and summer 2000
- marketing and extensive PR activity over spring and summer 2000
- opening of campus on 6 October 2000.

Chester College of Higher Education

Start date	September 1999
Expected completion	July 2002
Duration	Three years
Cost	Total project cost: £1,366,000 HEFCE grant: £1,050,000 Contribution from the college: £308,000
R&CF criterion	Major changes to the academic portfolio
Contact	*Diversification strategy* Professor D Cotterell Dean of Science & Health Chester College of Higher Education Parkgate Road CHESTER CH1 4BJ tel 01244 375444 ext 3110 e-mail d.cotterell@chester.ac.uk *Academic* Dr Desmond Hickie Head of Department of Business & Management tel 01244 375444 ext 3803 e-mail d.hickie@chester.ac.uk *Finance* David Stevens Bursar tel 01244 375444 ext 3020 e-mail d.stevens@chester.ac.uk

Aims and objectives

In a strategic review of its widening access and participation activities, Chester College, in partnership with the local business community, identified a lack of business education and training provision for mature local students. The Chester economy has enjoyed rapid growth in the last decade which has resulted in severe shortages of appropriately qualified individuals. In response to these needs, and the willingness of major business partners to offer tangible support, the college will provide both general provision of courses in the broad areas of business and management, from Higher National Diploma to postgraduate academic qualifications, as well as professional qualifications and a centre of expertise to support the areas of financial services and tourism management. This will provide a resource for the sub-region to sustain this exceptional pace of economic development in knowledge-based service industries.

The aims of the development are to:

- provide for the business and management educational and training needs of Cheshire
- support sub-regional, and thereby regional, economic development
- provide opportunities and encouragement for vocationally relevant lifelong learning
- promote access to higher education by offering a ladder of awards and strengthening links with further education.

Programme of work

In order to effect a major repositioning of its course portfolio, the college was given support to resolve the anomaly of a major business centre such as Chester lacking its own HEI-based provision in business and management. The programme entails developing:

- the provision of a broad range of full- and part-time courses in business and management
- collaboration with FE colleges to provide subject-specific FE-to-HE link programmes
- the extension of the college's Work Based Learning programme into sandwich placements

in industry and commerce within the local economy

- specialist programmes and short courses, related to local employers' needs
- applied research and consultancy.

Project outcomes

The College has successfully recruited undergraduate business students in September 1999 and September 2000 to target. Applications from local and national students are buoyant. The portfolio of undergraduate programmes has expanded to include, for example, Tourism Management and Business Studies as a combined subject. A part-time, three-stage Certificate/Diploma/Masters in Business Administration has been established to meet an identified need of the local business community, and successfully recruited an initial cohort in October 2000 to target.

In the next phase the college will seek to roll forward its initial cohorts, and to recruit new intakes onto its existing programmes. The proposed developments when completed will widen access to higher education in the sub-region, and address identified skills shortages both locally and in the sub-region. It has strengthened links with the local business community and will meet the expanding needs of local industry, commerce and the professions for well-qualified graduates and diplomates remedying the previous lack of provision.

Combined Universities in Cornwall

Start date	August 2000
Expected completion	July 2003
Duration	Three years
Cost	Total project cost £1,193,000 HEFCE grant: £325,000
R&CF criterion	Collaborative arrangements between higher education institutions
Contact	Gordon Kelly CUC Co-ordinator Falmouth College of Arts Tremough Campus Treliever Road PENRYN TR10 9EZ tel 01326 370430 fax 01326 377579 e-mail info@cuc.ac.uk

Aims and objectives

The Combined Universities in Cornwall (CUC) is a partnership of the HE and FE institutions which deliver HE in Cornwall. The initiative aims to create a step increase in HE provision in the county, delivering new opportunities for the people of Cornwall and to stimulate a sustained regeneration of the Cornish economy. Growth in teaching and research will take place at an academic 'hub' in Falmouth/Penryn, a health 'node' in Truro and a number of satellite centres around the county, referred to as the 'rim'.

The initial grant awarded by HEFCE has been supplemented by contributions from partner institutions, Cornwall County Council and the South West Regional Development Agency. These in turn have been matched by European Regional Development Funds under the Objective 1 programme for Cornwall.

Programme of work

The longer term CUC vision extends over a period up to 2007-08 and beyond and includes discrete phases of growth and a substantial capital programme. This project is largely focused upon establishing the foundations for the CUC initiative with two main elements – development and co-ordination of the initiative, and pump-priming of academic developments.

Most of the project will be completed within a 12-month period from August 2000.

Project development and co-ordination

This involves stages of work which are critical to achieving milestones in the delivery of the full CUC plan.

a. **Business/academic planning:** Substantial business planning work has been required to secure further support from HEFCE and other funders (private and public) and in order to meet the Objective 1 submission criteria. This work has been partly completed with contributions from all partners to cover academic plans and

associated student number projections together with the capital and revenue resource requirements. An announcement by Education Secretary David Blunkett in May 2001 confirmed that the Government would provide the remaining funds necessary to match Objective 1 European funding to allow phase 1 of the substantive project to go ahead.

b. **Project co-ordination:** Through the appointment of a project co-ordinator and administrator the CUC initiative will have dedicated staff with the necessary resources to drive the plans forward and to co-ordinate activity with the partner institutions.

c. **Constitution and governance:** The partnership is a distinctive model for collaboration and the constitutional arrangements are complex. A constitution has been developed for ratification by the Boards of Governors and Councils of respective institutions by summer 2001. An agreement for the joint development and operation of the 72-acre 'hub' site by Falmouth College of Arts and the University of Exeter is also being progressed. Legal and financial advice is being sought in defining the most effective structure.

d. **Master planning for new site developments:** In advance of finalising a funding package for the developments at the 'hub' and 'rim', essential planning work is being undertaken so that progress towards planning applications can be made within the overall programme for the delivery of the CUC vision.

Completion of all the above business planning work will form a major submission to the county's Objective 1 programme and to other funders.

Pump-priming of academic programmes

As part of the academic plan there are many new programmes of study being developed. The project is providing support for these developments during the first few years until they become self-financing.

Project outcomes

The business plan defines new courses, student numbers, facilities and staff. Progress of this project will be measured against these targets.

Since the start date in August 2000 substantial progress has been made in all areas mentioned above. Following completion of a revised combined business plan for the 'hub' and 'rim' in December 2000, the South West RDA and the HEFCE have endorsed the plan. Confirmation of a full funding package for developments was confirmed in May 2001. The project co-ordinator was appointed to take up office in March 2001.

Cranfield University

Start date	July 1999
Completion	March 2001
Duration	20 months
Cost	Total project cost: £4.46 million
	HEFCE grant: £1.50 million 1998-99 £0.04 million 1999-2000 £1.28 million 2000-01 £0.18 million
R&CF criteria	Major changes to the academic portfolio
	Structural realignments within institutions
Contact	Professor A P F Turner Head Cranfield University at Silsoe SILSOE MK45 4DT
	tel 01525 863006 fax 01525 863360

Aims and objectives

The project focuses on the academic integration of staff and activities within Cranfield's expanding postgraduate Institute of Bioscience and Technology (IBST) with those involved in the declining agricultural programmes on the Silsoe campus. Such a change requires some staff restructuring plus relocation of the IBST team from the Cranfield Campus to Silsoe.

The project has four main objectives:

- to reverse the decline in the teaching and research programmes by undertaking major modifications, to include a higher and more appropriate level of biological sciences and technologies
- to improve space utilisation on the Silsoe site
- to offer laboratory and office space required for the growing needs of IBST programmes
- simultaneously, to free up space on the Cranfield Campus to accommodate growth requirements for the engineering and management activities.

Programme of work

Both schools are now led by the Head of the IBST and, under his direction, major revisions have been made to the undergraduate, masters and research programmes previously offered at Silsoe. Simultaneously, detailed plans were prepared by the university's estates department to modify and refurbish 2,000 square metres of space to accommodate both the staff relocated from the Cranfield Campus and the changing programmes. The major building work was completed in time for the start of the 2000-01 academic year.

Project outcomes

The key outcomes include:

- a suite of teaching and research postgraduate programmes that better reflect the nation's needs in the agricultural, food, environmental and medical technologies
- a modern university campus at Silsoe appropriately refurbished and equipped for the relocation of the IBST
- additional space on the Cranfield Campus to accommodate further academic growth.

University of Essex

Project title	New facilities to support the Partnership for Higher Education in South Essex
Start date	To be confirmed
Expected completion	To be confirmed
Duration	Three years
Cost	Total project cost: about £42.2 million HEFCE grant: £2 million
R&CF criterion	Major changes to the academic portfolio
Contact	Dr Sonia Virdee Planning Office University of Essex COLCHESTER CO4 3SQ tel 01206 874681 fax 01206 874852 e-mail svirdee@essex.ac.uk

Aims and objectives

The aim is to contribute to the development of new facilities for the Partnership for Higher Education in South Essex, led by the University of Essex and South East Essex College. The new building will accommodate approximately 1,500 (FTE) HE places and provide an innovative, IT-based learning environment for students undertaking a range of courses leading to University of Essex awards.

Programme of work

The project is at an early stage of development. The university is actively involved in planning discussions with South East Essex College. These discussions relate to the establishment of a new set of HE facilities for around 1,500 FTE in central Southend, comprising approximately 7,700 square metres (equivalent to 5.14 square metres per HE FTE). The balance of the funding is being provided through contributions from the Further Education Funding Council (now the Learning and Skills Council) and the partner institutions.

Project outcomes

Key outcomes anticipated are:

- opening up a range of new HE opportunities – principally for the people of South Essex – including foundation degrees and access to a range of progression routes
- raising high level skills and levels of HE attainment in an area where both are needed – thereby boosting employability of local people
- bringing innovation in curriculum design and delivery and through the supported learning environment
- providing easy accessibility – by operating from a purpose-built site at the hub of a public transport network
- harnessing leading-edge information and communications technology to benefit the learning community, and business stakeholders
- forming an industry clinic which will boost local businesses and employers of all sizes and help in the effort to stimulate competitiveness.

Goldsmiths College, University of London

Start date	September 1999
Expected completion	Summer 2001
Duration	Two years (initial phase funded by grant)
Cost	HEFCE grant: £1.6 million
R&CF criterion	Structural realignments within institutions
Contact	Shane Guy Secretary Goldsmiths College, University of London New Cross LONDON SE14 6NW tel 020 7919 7920 e-mail s.guy@gold.ac.uk

Aims and objectives

The aim is to enable a location on the college campus to be developed as a national centre of excellence for the arts.

Objectives are:

- the consolidation of a department rated 5* in the previous Research Assessment Exercise, which is presently spread over 20 locations, and the subsequent consolidation of and improvement to the accommodation of other unsuitably housed and dispersed departments to improve efficiency and to permit an increase in student numbers.
- the creation of an appropriate planning environment for the development of the area and departments involved as a national centre for the arts, by procuring a number of properties on the St James's site.
- to complete a major component in the college's estates strategy first articulated in 1988-89, including the acquisition of freeholds of leased properties.

Programme of work

The planning authority, the London Borough of Lewisham (LBL), has included an objective within the borough's unitary development plan to assist the college in its endeavours. LBL has granted approval for change of use of former residential property on the site to academic purposes, and an application is under consideration for change of use of further very run-down properties for use for college purposes. The freehold has been acquired of the former Deptford Town Hall, which had previously been occupied on lease from LBL and represents a major focal point for the site. This is providing substantial savings in the lease rent.

The freehold of a day nursery is in process of acquisition from the local authority. A lease has been agreed with the occupants for its relocation when the ground it occupies is required for redevelopment. The first freehold properties have been acquired and several more are in the final course of negotiation. As a consequence of the activity thus far, two additional properties not previously thought to be available have been offered to the college, making the site almost exclusive to Goldsmiths.

A fund-raising organisation has been put in place to generate private funds for subsequent phases and there will be a major launch of this appeal in May 2001. Consultants have been appointed and have initiated planning with regard to the centre. The first occupation of a property not previously in use by the college has now taken place. Total cost, and cost per annum will be determined at the completion of each phase of the project, the phasing being in part dependent upon the generation of funds from private and public sources.

Project outcomes

The duration of this phase of the operation has been more extended than envisaged. Difficulties have arisen through the need to deal with a large number of small properties, some in the hands of squatters, where records of the previous owner were absent or incomplete.

The interim outcome is the securing of properties on the St James's site to enable a reorganisation of property use to take place, enhancing efficiency and permitting a growth of student numbers, prior to the construction of the arts centre. It is anticipated that such purchases, alterations and reorganisation will be completed by summer 2001.

The final outcome will be realised in approximately five years.

University of Hertfordshire

Start date	January 2001
Expected completion	September 2003
Duration	Two years nine months
Cost	Total project cost: £105 million HEFCE grant: £1.8 million
R&CF criteria	Institutional restructuring with sufficiently innovative aspects to be of general benefit to the sector Major changes to the academic portfolio Structural realignments within institutions
Contact	Dr R J T Wilson Pro Vice-Chancellor and Deputy Chief Executive University of Hertfordshire College Lane HATFIELD AL10 9AB tel 01707 284033 fax 01707 284046 e-mail R.J.T.Wilson@herts.ac.uk

Aims and objectives

Restructuring of campus configuration to:

- gain increased institutional effectiveness through the disposal of two physically obsolete campuses and building a new campus on the former British Aerospace site in Hatfield, one kilometre from the present main university campus
- enhance the University's academic portfolio and research initiatives by facilitating inter-disciplinary developments through the co-location of the staff of the faculty of humanities, languages and education and of the business school, and through the proximity of the new campus to the faculties located on the present College Lane campus
- modernise learning and teaching facilities by the creation of a new learning resources centre
- improve student access by providing programmes geographically close to centres of population and with good communication links
- consolidate the university's position within its region by creating a campus that accommodates community sports/leisure and arts activities and by providing conference facilities that will address the needs of the business community.

Programme of work

The main elements of the programme of work are:

- securing a change in planning status of the Balls Park campus in Hertford and subsequently disposing of this asset
- the disposal of the student residences in Hertford
- the disposal of the Wall Hall campus in Radlett, in parallel to securing a change in the planning status of the campus
- generation of further capital receipts through innovative management of the university's estate
- acquisition from British Aerospace of the 30 acres of brownfield land and 18 acres of greenfield land for the new campus
- obtaining planning permission for the new campus from Welwyn Hatfield Council and Hertfordshire County Council, with the support of regional agencies

- design of academic facilities to accommodate two faculties and an integrated campus learning resources centre
- design and implementation of inter-campus communications to facilitate maximum benefits from the proximity of the two Hatfield campuses
- negotiating a partnership agreement to facilitate the construction of the academic facilities within the capital resources available
- specification of on-campus residential facilities to accommodate 1,600 students
- specification of a sports/leisure centre for student and community use
- specification of facilities for community social/leisure use and the negotiation of financial terms to support these facilities
- specification of conference and performance facilities to address the needs of the business and arts communities
- negotiating a Private Finance Initiative contract to construct and maintain the residential and sports/leisure facilities
- design, development and use of a financial model of the project to evaluate affordability and to monitor the effects of variations in parameters during the project
- project management of the campus construction, delivering the project on schedule, within budget and to specification
- completion of all new facilities in the summer of 2003, vacating the existing campuses at that time.

Project outcomes

The main outcomes are:

- a purpose-built campus accommodating the activities of two large faculties, in close proximity to the university's main campus in Hatfield
- the creation of a portfolio of interdisciplinary programmes, increasing student choice
- improved learning and teaching through the provision of modern technology-based facilities
- improved student access in the context of campus location and of physical access for disabled students
- improved efficiency in the delivery of academic programmes through the use of advanced technology and organisational change
- a campus that acts as a centre for community sports/leisure and arts activities together with conference facilities that will address the needs of the business community.

Keele University

Start date	April 2000
Expected completion	July 2003
Duration	Three years, four months
Cost	Total project cost: £4,500,000 HEFCE grant: £1,509,000
R&CF criteria	Institutional restructuring with sufficiently innovative aspects to be of general benefit to the sector Major changes to the academic portfolio Structural realignments within institutions Collaboration arrangements between HEIs
Contact	Professor David Vincent Deputy Vice-Chancellor Keele University KEELE ST5 5BG tel 01782 583209 fax 01782 584181 e-mail vca06@keele.ac.uk

Aims and objectives

The aim is to support the restructuring of the university to facilitate development and growth in the core academic stream. It seeks to align the academic organisation of the university with the opportunities for enhancing its distinctive strengths as a leading provider of multidisciplinary education.

The project includes the following elements:

- relocation costs and pump-priming initiatives, to capitalise on a major reconfiguration of academic departments into multidisciplinary schools
- retraining costs for support staff in the new schools, building on the successfully introduced single pay spine
- pump-priming initiatives in response to external pressures and opportunities
- transfer of classics department to Manchester University
- implementation of a strategic alliance with the Open University.

Programme of work

The programme of work includes:

- physical relocation of departments to promote greater integration of their activities in new schools: completed September 2000
- investment in staffing costs in the reconfigured schools to generate new interdisciplinary undergraduate and postgraduate programmes: completion due July 2002
- transfer of classics department to Manchester: completed September 2000
- implementation of joint course developments with the Open University, on the basis of an exchange of expertise, drawing upon disciplinary strengths at Keele, and pedagogic systems and methods at the Open University: completion due July 2003
- development of a retraining programme for support staff to increase their flexibility and update their skills to facilitate the work of the new schools: completion due July 2003.

Project outcomes

The outcome of the project is the creation of a more efficient and more flexible institution, capable of adapting to new development opportunities in the context of the Keele mission of interdisciplinary education. The number of separate academic units in the university has been reduced by a third, and opportunities for curriculum innovation at undergraduate and postgraduate level are being exploited, particularly in the Schools of Social Relations, Politics, International Relations and the Environment, Language, Culture and the Creative Arts, and Earth Sciences. Staff in cognate disciplines have been relocated within the campus to facilitate more effective collaboration in their teaching and research.

A range of initiatives is leading to the introduction of clusters of undergraduate and postgraduate programmes, drawing upon common sets of modules and disciplinary expertise. These will enrich the Keele curriculum and increase its capacity to attract additional students to established areas of its offering and to new programmes, especially in the taught postgraduate field.

To promote flexibility across the university, particularly in the sciences and parts of the social sciences, Keele will have by the end of the funding period a cohort of support staff who have undergone extensive retraining. There will be increasing emphasis on multi-skilling, and on the capacity of staff to work across a wider range of disciplinary activity. The transfer of classics has protected teaching and research in classical studies in the North West by creating a larger and more viable unit at Manchester. It has also supported Keele's policy of concentrating resources in larger academic units. More generally it has served as a model of closer and constructive relations with universities in the region.

A further example of collaboration will be provided by the strategic alliance with the Open University, which combines Keele's strength in specific disciplinary areas with the Open University's sector-leading expertise in distance learning. Up to six new programmes are being developed by course teams that bring together on a long-term basis staff from both institutions.

King Alfred's College, Winchester

Start date	March 2000
Expected completion	April 2001
Duration	One year, one month
Cost	Total project cost: £6,516,000 HEFCE grant: £1,158,000
R&CF criteria	Major changes to the academic portfolio Structural realignments within institutions
Contact	Tommy Geddes Vice-Principal (Administration) King Alfred's College, Winchester Sparkford Road WINCHESTER SO22 4NR tel 01962 827201 fax 01962 879033 e-mail t.geddes@wkac.ac.uk

Aims and objectives

To help the college achieve essential academic and estate restructuring following the loss of a multi-million pound NHS contract. The contract had accounted for some 20 per cent of total income.

The college had already successfully implemented most of its strategy for dealing with the loss of the contract including:

- disposing of leased buildings previously needed for nurse training
- maintaining year on year surpluses through cost reductions and growth in other income streams
- growing other academic programmes, most notably performing and community arts, to replace most of those student numbers lost with the NHS contract
- making all of the NHS contract funded staff redundant or redeploying them
- restructuring and reducing the number of academic schools
- launching a £6.5 million flagship building project to provide good quality accommodation for the rapidly increasing performing and community arts student population. The accommodation will also house a public community arts facility, student residences and conference facilities. The building project involved the renovation of a grade 2 listed building.

The HEFCE R&CF grant helped the college fund the initial increase in the cost of extra performing arts staffing and part-funded the performing arts part of the building project. Community and performing arts was the fastest growing discipline in the college but in the worst accommodation.

Programme of work

The funds allocated in support of increased performing arts staffing equated to 12.75 additional posts over a three-year period.

Work on the building project began in March 2000 with an expected completion date of February 2001. Delays, due mostly to the unusually wet weather in the autumn and winter of 2000-01, deferred the end date to the beginning of May 2001. A further factor in the delay was the Grade 2 listing of the building and related unforeseen construction problems.

Project outcomes

The programme of rapid expansion in community and performing arts has been an outstanding success, meeting a large increase in demand for such courses and helping the college and HEFCE achieve their widening access and participation goals. While college income has dropped following the loss of its NHS contract, most of the shortfall has been made up through increased recruitment in other areas, especially in community and performing arts.

The college has only been able to cope with the expansion in the number of community and performing arts students with the creation of new specialised accommodation created from a somewhat derelict listed building. The very high standard of the new accommodation will bring considerable benefit to the quality of the academic programmes delivered in it.

Lancaster University

Start date	May 1998
Expected completion	2001-02
Duration	Four years of HEFCE funding; the project then continues on a self-financing basis
Cost	HEFCE grant: £1.856 million 1998-99 £670,113 1999-2000 £505,887 2000-01 £428,000 2001-02 £252,000
R&CF criterion	Structural realignments within institutions
Contact	Colin Adams Planning Office University House University of Lancaster Bailrigg LANCASTER LA1 4YW tel 01524 594203

Aims and objectives

The aims of Lancaster's restructuring project, now completed and self-financing, were to:

- redirect resources from declining areas to proven teaching and research strengths of international quality, specifically in Environment and Communications
- broaden access to science through new cross-disciplinary teaching programmes involving science, social science and management disciplines
- develop teaching and research related to the social, management and cultural challenges posed by the application of rapidly changing technologies
- identify teaching and research which relates to the attributes and needs of the North-West region, and with potential regional partners
- generate economies, from shared use of physical and human resources.

Programme of work

Early in the project, outdated research and teaching laboratories were modified and re-equipped to resource the anticipated growth in research and teaching. Staff, appointed over the four-year period, developed new modules for multi-disciplinary undergraduate and postgraduate schemes, enhanced collaborations with industrial and regional partners, and targeted increased research grant income to sustain the project.

Project outcomes

Three science faculties were replaced with two broader-ranging ones to facilitate the collaborations necessary for new modular teaching programmes at undergraduate and postgraduate level and with departments in the management and social science faculties.

Relocation of science teaching allowed shared use and design of laboratories and equipment within a single building for biological sciences, environmental sciences, geography and physics. Inefficient science space has been modernised to

provide: new hydrology, biochemistry, biotechnology and communications research laboratories; and new communications, biochemistry, multi-media and computing teaching laboratories.

Expansion of science teaching was achieved by redistributing undergraduate numbers from declining areas into new inter-disciplinary schemes associated with the environment and communications themes. Undergraduate schemes included combined science and technology, internet technology and multi-media systems. Postgraduate masters schemes included business information systems, environment and development, plant stress biology, space communication engineering and environment, culture and society. Short courses were developed in geographic information systems, remote sensing, phenotypic analysis and plant sciences for industry. Inter-departmental modularisation has increased flexibility.

Collaborative research in the environment sub-project involved the departments of environmental sciences, biological sciences and geography. A newly formed institute strengthened research into the political, ethical and social aspects of environmental change for environment, policy and philosophy. Collaboration with two regional Natural Environment Research Council (NERC) research institutes based in Cumbria culminated with agreement to relocate staff of the Centre for Ecology and Hydrology (Merlewood) to new laboratories at Lancaster funded jointly by NERC and the university. These increase the potential of all staff funded by the project and others who will occupy the new facilities, to expand income of £7.5 million earned over two years in environmental genomics, soil remediation and agriculture.

In the communications sub-project, a new department of communications systems was established providing a focus on the issues of modern communication technology. A new professor and five lecturers, largely funded within the project, have expanded research in the field of signal, voice and image processing and promoted collaboration between the departments of computing and communications. This has been further stimulated by joint participation in two interdisciplinary research centres funded by the Engineering & Physical Sciences Research Council. New networking was completed, including rewiring, additional connections, and new switching and connection equipment.

Law Library Collaboration in Yorkshire and Humberside

Start date	2 January 2001
Expected completion	31 December 2002
Lead institution	University of Leeds
Duration	One year 10 months
Cost	Total project cost: £160,000 HEFCE grant: £160,000 January – December 2001 £86,559 January – December 2002 £73,441
R&CF criterion	Collaborative arrangements between higher education institutions
Contact	Elizabeth Kensler Case Project Manager Brotherton Library University of Leeds LEEDS LS2 9JT tel 0113 233 1044 fax 0113 233 5561 e-mail e.a.kensler@leeds.ac.uk

Aims and objectives

The project's aim is to improve library and information support for law researchers in the UK higher education community by exploring alternative methods of information support and delivery, principally using web technology. Using the Yorkshire and Humberside academic community, with their history of collaboration through the Yorkshire & Humberside Universities Association (YHUA), as a test site, the project will establish models of co-operation and analyse the cost of collaboration between law libraries. This regional model will examine the concepts and issues involved in developing and sharing collections both regionally and across sectors, and will develop policies for the development of a national collaborative framework across the legal education community.

Programme of work

Three main areas of law library collaboration will be explored: academic collaboration; cross-sectoral collaboration; and collaboration with information suppliers.

Academic collaboration includes: assessment of the region's academic legal collections and resources, and its user needs; and examination of the issues involved in a regional inter-lending and document delivery service.

Cross-sectoral collaboration issues will be examined initially using a pilot project in Sheffield, involving academic, public and commercial law resources and expertise. The concepts involved include making available cross-sectoral legal resources by electronic means and examining the associated funding and access issues.

Collaboration with information suppliers will enable assessment of the possible benefits of academic consortial purchase of on-line services and a comparison of these results by examining the potential customisation and development of a specific search, retrieve and document delivery tool for legal researchers.

Project outcomes

Four key deliverables have been identified, to be developed using information generated from the project in the Yorkshire and Humberside area as well as feedback from focus groups:

a. A web-based national legal information gateway, offering value-added services including document delivery, a virtual enquiry service, access to a range of electronic services and web-based legal information skills tuition.

b. A policy of regional development to identify 'Centres of Excellence' and collection development collaboration, including a document delivery service and an access policy.

c. A policy of regional cross-sectoral resource sharing, which will operate as a cost-recovery service between academic, public and commercial law firms, using the pilot site in Sheffield.

d. Results of an investigation into consortial purchase and user-led customisation of an electronic legal information resource for the UK higher education market.

University of Lincolnshire and Humberside

Start date	July 1999
Expected completion	July 2003
Duration	Five years (three years HEFCE funding)
Cost	Total project cost: £5 million HEFCE grant: £1.503 million 2000-01 £1.067 million 2001-02 £0.250 million 2002-03 £0.207 million
R&CF criterion	Major changes to the academic portfolio
Contact	Professor K Barton Deputy Vice-Chancellor University of Lincolnshire and Humberside Cottingham Road Hull HU6 7RT tel 01482 440550 fax 01482 463282 e-mail k.barton@hull.ac.uk

Aims and objectives

The main elements of the project are:

- restructuring the academic and support staff base to more realistic and affordable numbers
- closure of the Grimsby campus and the relocation of science provision to the new Lincoln campus
- comprehensive review of the science provision, combined with investment in new subjects.

Through implementation of these key elements the university aims to:

- improve its ability to respond to the continuing changes in science needs in the United Kingdom
- become more responsive to student demand and thus better able to make an improved contribution to the supply of scientists
- be better able to underpin and support planned developments in areas such as physiotherapy and nursing through a broadening of the sciences curriculum
- provide a range of R&D services to regional businesses and the community to support improved efficiency, competitiveness and the availability of high level skills in the work force
- contribute to the East Midlands RDA strategy objective of developing a 'University for Food' in Lincolnshire.

Programme of work

The main stages of the project are:

a. Staff restructuring, to include:

- retraining and staff development of both academic and support staff
- appointment of new academic and support staff in specialisms associated with the development of the sciences curriculum.

b. Facility development, to include:

- re-equipping science laboratories
- re-investment in specialist library and learning support provision
- specification and commissioning of new laboratory provision.

c. New science provision, to include:

- review of provision prior to the start of the project
- development of new and broadened curriculum
- identification and marketing of new science curriculum.

Project outcomes

The main interim outcomes of this continuing project are:

- identification, planning and implementation of a full training and staff development programme to support curriculum development, implementation of new curriculum, and most effective use of the new science facilities
- new appointments have been made, both to teach new and specialist areas of curriculum, and to manage, support and operate new technical facilities
- laboratories already commissioned for continuing cohorts and for new student cohorts have been fully equipped
- learning support facilities, including ICT support, have been developed and repositioned to achieve a better fit with the new sciences curriculum
- all laboratories already commissioned are fully specified and operational for both teaching and research
- curriculum which was delivered prior to commencement of the project has been completely reviewed both for undergraduate and postgraduate programmes
- significant progress has been achieved with the development of the new sciences curriculum, and the new subjects of Forensic Science and Food Studies recruited cohorts in 2000-01
- the new sciences curriculum has been comprehensively marketed to student recruitment markets, but also directly to employers, science advisers, and other bodies having an interest in the development of science-based services and industries.

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Liverpool Institute of Performing Arts

Start date	1 August 1998
Expected completion	31 July 2002
Duration	Four years
Cost	HEFCE grant: £1,404,000 (£468,000 a year for 3 years)
R&CF criterion	Major changes to the academic portfolio
Contact	Mark Featherstone-Witty Principal & Chief Executive The Liverpool Institute of Performing Arts Mount Street LIVERPOOL L1 9HF tel 0151 330 3000

Aims and objectives

The overall aim is to enable the Liverpool Institute for Performing Arts (LIPA) to demonstrate its suitability to become a directly funded institution specialising in excellence in teaching contemporary music.

This is supported by specific objectives:

- to ensure the quality of learning meets industry requirements
- to create an external academic and professional music advisory panel
- to increase practical project-based work and involvement of industrial practitioners
- to devise and implement a graduate monitoring programme to respond better to the contract culture of the industry
- to improve the quality of the applications, admissions and auditions processes
- to develop telematic learning tools
- to enhance financial management and corporate governance
- to increase private sector funding.

Programme of work

A project plan was agreed to meet the specific project objectives. The second phase has been initiated and substantially completed.

Project outcomes

Following the establishment of an academic and professional music advisory panel, there was an international conference about current issues in teaching popular music in higher education. Subsequently the panel has made recommendations for the institute in the light of the current and future realities of the music industry, current approaches to popular music education, and the relevance of the institute's provision. A review of degree course music provision is under way.

The review of curriculum delivery and several specific initiatives on quality remain ongoing. Practical projects based on close liaison with industry continue to be incorporated in the curriculum. Master classes have been held.

The new appointment of a director of marketing and student recruitment will enhance the objective of a single co-ordinated service to improve the quality of the admissions process.

A Liverpool John Moores University/HEFCE Evaluation of Internal Control Arrangements has drawn attention to management and governance issues which are now being addressed. An active audit committee has been formed, and the cascading of fiduciary responsibility has been agreed. An internal audit is also under way.

There has been a complete replacement of computing stock and software which has been achieved through a substantial donation. These have led to benefits to students, including the development of telematic learning tools. There have also been donations of audio and lighting hardware.

Production, approval and dissemination of the 2000-05 strategic plan has identified a range of activities; an approval process for new provision has been developed and finalised. The internal management structure has been adapted to meet the strategic plan. The composition of the board of directors was reviewed for the same objective; four new members have since joined.

Merger project: Canterbury Christ Church University College with the College of Guidance Studies

Start date	1 August 2000
Expected completion	31 July 2001
Duration	One year
Cost	Total project cost: £625,000 HEFCE grant: £625,000
R&CF criterion	Major constitutional change, particularly merger
Contact	Roger Clayton Assistant Principal (Business) Canterbury Christ Church University College North Holmes Road CANTERBURY CT1 1QU tel 01227 782203 fax 01227 456439 e-mail [illegible]

Aims and objectives

The merger between Canterbury Christ Church University College (CCCUC) and the College of Guidance Studies (COGS) aims to secure the provision of high quality education at regional and national level, in the field of careers education and guidance.

CCCUC has a long tradition of preparing students for a range of caring professions. This will be enhanced by the experience and skill of COGS, which will both lead to new developments in the field and safeguard the quality of existing provision.

The activities of CCCUC and COGS in the area of careers guidance will form a new 'Centre for Careers and Personal Development (CC&PD)' within the Department of Post-Compulsory Education. This will be marketed as a regional centre of excellence, which will maintain and enhance existing links between COGS and the CCCUC Careers Education Staff, service providers, local authorities and government agencies.

Programme of work and project outcomes

The main elements have been:

a. The transfer of all staff in the employment of COGS on 31 July 2000 to CCCUC under TUPE regulations. This was successfully completed with effect from 1 August 2000.

b. Development of academic programmes to be taught at the CC&PD from September 2000, to meet the changing needs of students and employers. New academic programmes were developed over summer 2000 and the first cohort for these programmes was admitted from September 2000.

c. The relocation of CC&PD from the former COGS site at Hextable, to CCCUC, Salomons at Tunbridge Wells.

d. Refurbishment of the Runcie Building (formerly The Stable Block) at Salomons is necessary to support the relocation. Phase 1 of the conversion was completed by summer 2000 but additional capital expenditure of £1.1 million was necessary over summer 2000 to provide:

- library space
- Open Study and IT Learning Space
- offices for CC&PD staff
- 10 small 'interview' rooms and a control room
- 70 seat lecture theatre
- 30 seat seminar room (x 2)
- 15 seat seminar room (x 2).

The second phase of the conversion of the Stable Block was completed over summer 2000 and the Runcie Building is now operational as teaching and learning space.

e. To recruit the student target numbers. Forty five per cent of target numbers were achieved in September 2000.

f. To sell the Hextable site in spring 2001.

Merger project: University of Essex with East 15 Acting School

Start date	September 2000
Expected completion	July 2003
Duration	Two years 10 months
Cost	Total project cost: £1.29 million HEFCE grant: £870,000 (£700,000 in first year)
R&CF criterion	Major constitutional change, particularly merger
Contact	Dr Sonia Virdee Planning Officer Planning Office University of Essex COLCHESTER CO4 3SQ tel 01206 874681 fax 01206 874682 e-mail svirdee@essex.ac.uk

Aims and objectives

The aim is to support the merger of East 15 Acting School in Loughton, Essex, with the University of Essex. The purpose is to enable the school to operate more efficiently, benefiting from economies of scale while continuing to focus on the preparation of people for careers in acting or other professions related to the theatre. The project intends to bring the specialist provision delivered at the school fully into the HEFCE-funded sector while enabling the university to extend and refocus its drama provision.

Programme of work

The project consists of three elements:

a. Transitional funding over two years to support the migration of 130 students from the previous, higher fee level to the normal HEFCE price group C level.

b. Provision of new and upgraded facilities at both sites to allow the expansion of provision and student numbers:

At Loughton

- a new teaching building (completed in February 2001) and a new student centre, for which plans are being prepared. This building will include a number of new teaching facilities as well as social space and provision for disabled students. The building will be built in three phases, the first to be completed by Easter 2002.
- upgrades to the sound and lighting system in the Corbett Theatre were completed in the autumn.
- a new open access computer laboratory with 14 workspaces was established at Christmas 2000.

At University of Essex main campus

- two new teaching studios (due for completion during 2002-03) and an upgrade to sound and lighting in existing areas.
- the provision of enhanced IT and learning resources.

c. Support for immediate work to integrate the two institutions' administrative and management systems, including IT systems, specifically:

- integration of financial, human resources and management information policies and systems
- managing staff transfer and integration
- creating revised structures for academic management and corporate governance.

Project outcomes

Merger of East 15 with the University was legally effected from September 2000, as part of the university's plan to achieve full integration of the school's programmes, students and staff. Further outcomes are:

a. Extended and enhanced teaching facilities and learning resources to support acting programmes at Loughton and at the university's main site.

b. The transfer of all existing students to University of Essex awards, funded through the university as standard price group C, and supported by a successful additional student numbers (ASN) bid for 130 FTE in respect of the existing core provision in acting.

c. The continued development and expansion of acting provision, including collaboration with other university departments.

Merger project: University of Hull with North Riding College

Start date	January 1999
Expected completion	Merger took place on 1 August 2000; restructuring will continue until July 2002
Duration	Three years eight months
Cost	HEFCE grant: £1.356 million 1998-99 £90,000 1999-2000 £490,000 2000-01 £426,000 2001-02 £350,000
R&CF criterion	Major constitutional change, particularly merger
Contact	Kathryn Pope Merger Project Officer University of Hull HULL HU6 7RX tel 01482 466804 e-mail k.f.pope@admin.hull.ac.uk

Aims and objectives

The aim is to secure the future for higher education in Scarborough by merging North Riding College, Scarborough with the University of Hull, ensuring that:

- the position of existing students is fully safeguarded
- the needs of the North Riding of Yorkshire, and the wider region, for HE and teacher training are satisfied through sustainable long-term programmes
- the range of HE offered in Scarborough is broadened
- provision for lifelong learning is developed
- academic programmes offered to existing and new students are of the highest possible quality.

The project has the following principles:

- merger must yield added value for all stakeholders
- merger is a process and not an event
- the benefits of merger must be bi-lateral
- merger must make an important contribution to the university's regional strategy
- the merged institution must deliver opportunities for lifelong learning
- organisational structures are a means to an end, not an end in themselves
- academic planning is fundamental to integration
- a distinctive academic provision is created in Scarborough
- programmes offered at the Scarborough campus will be appropriate to the setting and character of the town
- staff and students at the Scarborough campus must identify themselves with the university
- all university staff will be helped to attain their full potential.

Programme of work

A project implementation group was established in July 1998. The group undertook due diligence and other investigative work in order to make a recommendation on merger to the university council. On 18 March 1999 the university council agreed to proceed towards merger with North Riding College.

In October 1999 the university agreed the academic structure of the Scarborough campus. In February 2000 the statutory instrument necessary to authorise merger was laid before Parliament. In April 2000 the university agreed the administrative structure of the Scarborough campus.

The merger implementation group continued to meet monthly until June 2001. The work of four of its five sub-groups is now conducted through normal university channels. The personnel sub-group continues to meet monthly in an advisory capacity.

Project outcomes

Merger was achieved on 1 August 2000 in accordance with the project plan. The academic structure of the expanded institution is now formally established, and on 1 August 2000 the designate appointments of heads of Scarborough schools and centres and of the campus co-ordinator were ratified.

The original project principles continue to inform merger implementation. Merger has made the future of HE in Scarborough more secure, and has broadened the range of provision. New markets for programmes delivered in Scarborough have been established internationally, nationally and in the region.

Academic developments are proceeding as planned, including the introduction of new facilities and programmes. In addition to the BSc degrees in internet computing, which recruited a second intake of 44 new students in September 2000, an MSc is now under way in Scarborough, supported by HEFCE restructuring funds, with a first intake of 29 students. New provision has also been developed in creative music technology and digital arts. The new creative music technology studios were formally opened as part of the launch of the University of Hull Scarborough Campus on 25 September 2000. Other academic developments include new programmes in business and management and the expansion of reach-out activity. The student body has further diversified as a result of additional recruitment of international students.

The integration of library, personnel and admissions systems was achieved prior to the start of the 2000-01 academic session. Integration of finance and student administrative systems is scheduled for July 2001.

In accordance with the university's corporate strategy, university officers are working with officials of the Scarborough borough council and with key industrialists and business people in the region, with a view to the campus becoming a major centre for the delivery of the university's regional strategy.

Merger project: University of Leeds with Bretton Hall College

Start date	January 2000
Expected completion	Merger will take place in August 2001; restructuring and development will continue until November 2002
Duration	Three years
Cost	Total project cost: £9.2 million HEFCE grant: £5.6 million grant; plus £3.0 million repayable grant
R&CF criterion	Major constitutional change, particularly merger
Contact	Helen Clapham Project Manager University of Leeds LEEDS LS2 9JT tel 0113 243 4845 e-mail h.s.clapham@adm.leeds.ac.uk

Aims and objectives

The aim is to support the merger of Bretton Hall College with the University of Leeds. The purpose of the merger is to sustain and develop Bretton Hall College's provision, in forms which will be viable for the future, by integrating it with the university. This will broaden the availability of the university's resources across the region, and specifically within the sub-region. The merger vision will be fulfilled by achieving the following aims:

- developing and expanding the 'arts' provision of the University of Leeds
- creating an expanded Leeds based School of Education
- strengthening the design aspect of the School of Textiles at Leeds
- developing Continuing Education in the region through the Wakefield Campus
- further developing the university's regional agenda to promote wider participation
- expanding the university's student numbers, in addition to those transferring from Bretton Hall College
- securing the long term viability, and better utilisation, of the college's estate.

Programme of work

The key areas addressed by the project include:

a. Curriculum development: providing a broader but stronger portfolio of programmes in the subjects which the university and the college have in common. This will create greater opportunities for access and progression for students.

b. Staffing: restructuring and redeployment of staff within the merged institution to further strengthen key areas; a mentoring and staff development programme to assist the integration process; and developing the research capability of staff.

c. Estates: reorganising, rationalising and consolidating aspects of Bretton Hall and University of Leeds' estates; refurbishing key

areas to provide high quality teaching accommodation; and undertaking some new build to accommodate increases in student numbers.

d. Finance: extensive preparatory work has been undertaken to stabilise and tackle financial and management issues at the college. That phase will be complete when the college is integrated into the university on 1 August 2001.

Project outcomes

Merger of Bretton Hall College with the University of Leeds will be legally effected from 1 August 2001, as part of the university's plan to achieve full integration of the programmes, students, staff and facilities.

Further outcomes are:

a. On 1 August 2000 a Shadow Faculty of Music, Visual and Performing Arts was established which included the Schools of Fine Art, History of Art and Cultural Studies, and Music and Performance & Cultural Industries. With effect from 1 August 2001 this will become the eighth faculty of the university.

b. By September 2004 all of the School of Education's activities will be based at the Leeds site.

c. With effect from September 2001 the Fashion, Graphic and Textile & Surface Pattern Design programmes will transfer to the Leeds site.

d. Continuing Education will have an operation at the Wakefield Campus from August 2001. Counselling and Social Work will transfer to the School of Continuing Education with effect from September 2001.

Merger project: Oxford Brookes University with Westminster College, Oxford

Start date	November 1999
Expected completion	November 2000
Duration	Initial implementation is one year
Cost	HEFCE grant: £1,824,000. In addition, the university will directly meet costs of around £1.8 million in the first five years
R&CF criterion	Major constitutional change particularly merger
Contact	Paul Large Director of Finance and Legal Services Oxford Brookes University Gipsy Lane Campus Gipsy Lane Headington OXFORD OX3 0BP tel 01865 483080

Aims and objectives

The primary aim of the merger is to create a centre of excellence for provision of teacher training and associated courses, to be known as Oxford Brookes University, Westminster Institute of Education. It will consolidate Oxford Brookes University (Brookes) school of education and Westminster College, Oxford (WCO) activity on a single site at Harcourt Hill, Oxford – the site now occupied by WCO which will be leased to Brookes by the Methodist Church. A further aim is that the resources released due to the more efficient operation of the combined schools will enable diversification into new programme areas. This will be aided by retention on the site of WCO's school of humanities and theology programmes. Integrating these programmes into Brookes' modular programme will further aid recruitment and diversification.

The secondary aim is the release of accommodation achieved by transferring Brookes' school of education to Harcourt Hill. This will enable Brookes to meet some of the demand for accommodation generated by its continued increase in student numbers. Approximately 1,200 square metres of accommodation will be released.

Programme of work

This project comprises four elements:

a. Initial planning and analysis of the implications of merger, conducting legal and financial due diligence work and agreeing with the three parties (Brookes, WCO and the Methodist Church) the legal and constitutional changes required.

b. Planning and implementing the managerial, organisational and practical changes required to make the merger work effectively.

c. Planning and implementing the physical infrastructure changes necessary to relocate Brookes School of Education to Harcourt Hill, including: enlarging the library facilities; adapting accommodation to provide larger teaching rooms and staff offices; establishing communication links; and moving staff, furniture, equipment and library stocks to the Harcourt Hill site.

d. Developing and implementing an academic plan for the new institute.

Project outcomes

The formal merger date was brought forward to 5 April 2000, rather than 1 August 2000 as originally planned.

Building and other infrastructure works commenced in April 2000 and all critical work was completed by September 2000. The Brookes' school of education transferred to the Harcourt Hill site from September 2000 and the whole site has operated as a fully integrated Institute of Education since then.

All of the elements of the initial project have now been concluded.

Middlesex University

Start date	November 2000 (Date of purchase of additional land)
Expected completion	Not yet confirmed
Duration	Up to 10 years for the whole estate redevelopment project
Cost	Total project cost estimated at about £60 million HEFCE grant: £4.0 million
R&CF criterion	Institutional restructuring with sufficiently innovative aspects to be of general benefit to the sector
Contact	Annie Kent Assistant Vice-Chancellor and Director of Finance Middlesex University Trent Park Campus Bramley Road LONDON N14 4YZ tel 020 8411 6700 fax 020 8449 0798 e-mail A.L.Kent@mdx.ac.uk

Aims and objectives

Middlesex University has reviewed its estate and determined a programme of development and consolidation to ensure that its campus structure meets the needs of its users and local community and offers scope for the regeneration of its local region.

The university currently has six main campuses across north London. It also operates from several hospital locations, and has a health campus owned jointly with UCL. The university intends to consolidate its presence onto three main sites, which will serve its Learning and Skills Council area of north London. The university will retain only the Trent Park, Hendon, and health and hospital locations, closing other main sites and three ancillary sites over the next few years.

The university will develop a new Lee Valley Campus at the heart of the Tottenham regeneration area, with the potential for 10,000 students and related accommodation and facilities. It is this element of the strategy that the funds from the Restructuring and Collaboration Fund have supported.

The strategy is set to provide the development of high quality key facilities at each main campus including learning resources.

Programme of work

The stages of the development are as follows:

- land assembly
- master planning
- planning permission
- funding guarantees
- site clearance
- phase 1 development, including student accommodation
- occupation
- phase 2 development.

The university is currently working towards the completion of land assembly. There are two sites that make up the new Lee Valley Campus: the GLS

site, of about 12 acres, which has been purchased, and the Hale Wharf site of about 4.5 acres, currently owned by British Waterways, adjacent to the GLS site and separated from it by the river Lea.

The university is currently negotiating with British Waterways the basis of transfer of the Hale Wharf site to the university for development. This is likely to be on a long lease. Haringey council is working with the university to complete the transfer. The university has purchased one property on the site, known as the Heron Building.

The university has contracted with Masterplanners for the development of the site, and this work is ongoing. Work is continuing also in conjunction with Haringey council, which is undertaking an extensive review of regeneration of the area in which these sites are located.

Project outcomes

The outcomes of the project will be:

a. A major university campus development for the future.

b. A general campus providing learning opportunities for up to 10,000 student places, some of which will be taken from current campuses as these are relocated, together with growth in continuing professional development and overseas student recruitment.

c. The provision of high quality facilities to meet the needs of the learning community, based on flexible delivery, and meeting social and recreational needs as well as learning needs.

d. The provision of closely associated high quality, networked student accommodation of up to 2,000 places.

National project: Committee of University Chairmen

Start date	April 2000
Expected completion	March 2003
Duration	Three years
Cost	HEFCE grant: £105,000 (£35,000 per year)
R&CF criterion	Collaborative arrangements between higher education institutions
Contact	Dr D E Fletcher Secretary Committee of University Chairmen Firth Court University of Sheffield Western Bank SHEFFIELD S10 2TN tel 01142 221101 fax 01142 768174 e-mail h.e.frost@shef.ac.uk

Aims and objectives

The aim of the project is to further the development of lay governors. This has been tackled in the following ways.

Governor development

The Committee of University Chairmen established its Governor Training Programme in 1999-2000.

As a result of the Dearing and Nolan Reviews, which led to reviews of corporate governance systems in the HE sector, the important role of lay governors has been highlighted. There is increasingly a need to ensure that they receive induction training and more specialised updating on activities relevant to the HE sector, particularly when the new systems of governance prescribe limits on the term of appointment which has led to a higher rate of turnover in membership.

Whilst most universities operate in-house training programmes for their governors, there is a need for a national programme to supplement these, using keynote speakers including those from Universities UK, HEFCE, DfEE, who might not otherwise be available. The programme is offered in the form of two-day residential programmes, enhancing the opportunities for governors from different parts of the sector to meet and exchange experiences, and some one-day programmes.

The programmes aimed at relatively new governors cover governance, finance, estates and human resource matters in a more general way, whilst those for the more experienced concentrate on specialised aspects of the work of a governing body.

Whilst this training programme is expected to be self-financing, the HEFCE has made available a pump-priming fund on which CUC may draw as it is being established.

Newsletter

An additional means of enhancing the understanding of governors about the HE sector is the introduction of a CUC newsletter, containing articles about key issues and events.

Programme of work

Governor development programme:

a. In 1999-2000 a residential induction seminar and two specialised seminars were held covering the role of audit committees and managing the estate.

b. In 2000-01 three specialised seminars covering indicators of financial health, financial management and management of the estate are being held. These are in addition to a residential induction seminar and refresher seminar.

c. In 2001-02 a specialised seminar is planned on university strategy. The remainder of the programme is still subject to approval, but is expected to include another induction seminar.

All programmes are based on presentations by experts drawn from within the HE sector, HEFCE and, where appropriate, other external organisations.

Newsletter:

- The first edition was published in July 2000, and the second and third have now been produced.
- Three editions per year are planned, in April, July and December.

Project outcomes

The outcomes to date are:

a. Governor development programme – the seminars have been well-received and there has been a reasonable level of uptake. The CUC governor development group and chairman's executive group are monitoring the position, inter alia through analysis of feedback from delegates. Now that the programme is under way, an overall picture of the level of demand for the different elements of the programme, the nature of the presentations, and the frequency at which regular components should be offered is emerging, on which future plans will be based.

b. Newsletter – the CUC has established a newsletter steering group that reports to the chairman's executive group and has appointed an editor. The third issue was published in April 2001. Each institution receives an allocation of copies and a number have requested additional copies. It is planned to publish the newsletter on the web. In general the newsletter has been well received in institutions.

National project: Council of Church Colleges

Start date	1 January 2000
Expected completion	31 December 2003
Duration	Three years
Cost	HEFCE grant: £75,000 (£25,000 per year) The CCC is also supported through subscriptions from member colleges
R&CF criterion	Collaborative arrangements between higher education institutions
Contact	Dr Arthur Naylor Chairman, CCC St Mary's College Waldegrave Road TWICKENHAM TW2 6RX tel 020 8240 4118 e-mail coombse@smuc.ac.uk

Aims and objectives

To facilitate a collaborative network between the Church colleges, increasing their ability to respond to relevant policy matters and work together to enhance the quality of their work, especially in areas relating to mission, ethos and distinctiveness.

Programme of work

A second national conference will be held in September 2001 at St Mary's, Strawberry Hill. The conference is designed to bring together Principals and Governors, Heads of Theology and Heads of Education among whom there is potential for closer institutional and professional working relationships for mutual benefit. A particular focus of the conference is the final report of the Church of England's Church Schools Review Group.

The development officer is undertaking a mapping exercise on provision in Church colleges for theology and religious studies and on links between colleges, dioceses and theological colleges on ordination/ministerial training.

A collaborative foundation degree for classroom/teaching assistants designed to provide employment opportunities for classroom assistants, learning mentors, learning support assistants, classroom-based special needs support and residential special needs support will start in 2001-02. Five Church colleges, including Canterbury Christ Church University College as lead institution, will be involved in this project.

Project outcomes to date

The report of the Development Officer on his interviews with heads of Church colleges was circulated in June 2000.

A national conference was organised at Canterbury in September 2000 with over 80 delegates from Church colleges. The conference report, *'The Church Dimension in Higher Education: Proceedings of the national conference held at Canterbury, September 2000'* edited by James Arthur and Elizabeth Coombs was published in November 2000. A copy is available from the contact person.

A Church colleges web-site was launched in March 2001. The site at www.churchcolleges.org provides information about the work of the CCC, notice of events and publications, news from all the member colleges and links to all members as well as to other related Church and Higher Education sites.

A parliamentary reception will be held in November 2001 for members of both Houses of Parliament with an interest in Church colleges and for those MPs with Church colleges in their constituencies. This occasion will provide an opportunity to brief them on matters of importance; to give advance warning of issues which might need a concerted response; and to share in discussions about ways forward.

National project: Enhanced PhD

Start date	1 August 2000
Expected completion	31 July 2003
Duration	Three years
Cost	Total project cost: £2,123,400 HEFCE grant: £1,061,700
R&CF criteria	Collaborative arrangements between higher education institutions Institutional restructuring with sufficiently innovative aspects to be of general benefit to the sector Major changes to the academic portfolio
Contact	Alison M V Rudzki Project Manager Hatfers Castle 267 Henwood Road Tettenhall WOLVERHAMPTON WV6 8PL tel/fax 01902 744974 e-mail alison.rudzki@lowcom.net

Aims and objectives

Evidence has been mounting that many international PhD students and their sponsors prefer the US model for the PhD to the British model. This creates a risk that many PhD students will go to the US instead of Britain, going on to become senior university academics and business leaders who will influence generations of students to come. Graduates from today's British doctoral programmes are sometimes considered to be too specialist, except for research careers; and those who enter university teaching are sometimes criticised for being unable to teach outside their specialism. The UK PhD can be a lonely experience for some students.

The project is intended to combine innovatory and developmental elements with outcomes that will extend and enhance the UK offering. The new PhD route delivers a seamless programme and coherent framework, designed to lead to greater sponsor and student satisfaction. Unlike the more traditional doctorate, the enhanced PhD model combines a specific research project with a programme of formal coursework in the chosen subject area. This provides training in research and an opportunity to develop the personal qualities and advanced skills which are increasingly necessary to attract prospective employers.

Ten universities are represented in the project consortium:

University of Birmingham
University of Brighton
Brunel University
Cranfield University
Lancaster University
Loughborough University
UMIST
University of Newcastle upon Tyne
University of Nottingham
University of Sheffield.

The consortium has come together to develop a variant of the PhD capable of meeting the challenge outlined above. The immediate outcome has been developmental. It has introduced a new route to the PhD available from September 2001, across a broad range of subjects that:

- fully meets British PhD standards
- increases choice
- is highly attractive to significant numbers of overseas and home students
- meets the requirements of many sponsors.

The final outcome of the project is intended to be a demonstration of the success of the model such that all UK universities that have a major commitment to doctoral provision will wish to consider introducing similar PhD programmes.

Programme of work

- October-December 2000 – consortium steering group and working groups established in each university. Project manager appointed. Agreed a common framework. Subjects offered by each university agreed
- October 2000-March 2001 – New Route PhD programmes developed in each university and monitored by consortium steering group. Formal approval through university committees sought
- February 2001-ongoing – marketing and promotion drive
- September 2001 – first enhanced PhD routes started in various areas across each university
- September 2002 – new PhD routes introduced across each consortium university and second cohort admitted to existing schemes
- September 2003 – final meeting of consortium steering group but independent evaluation continues.

Project outcomes

In each university:

- the introduction of a new PhD route in several pathfinder subject areas by September 2001
- changes in academic offering, regulations and prospectus to accommodate this by spring 2001
- enrolment of students from September 2001
- systems in place from September 2001 to monitor student satisfaction at least annually and feed the results to steering group and the independent evaluators
- successful progression of students to completion with at least 10 per cent lower drop-out than in equivalent pathways
- increase in PhD registrations from overseas.

Collectively across the consortium:

- market research ongoing
- marketing and recruitment ongoing
- other universities encouraged to emulate the enhanced PhD from September 2002.

National project: e-University

Start date	April 2000
Expected completion	Summer 2001
Duration	12 months
Cost	Total project cost: £1,130,000 HEFCE grant: £1,130,000
R&CF criterion	Collaborative arrangements between higher education institutions
Contact	Alice Frost e-University project manager HEFCE Northavon House BRISTOL BS16 1QD tel 0117 931 7101 fax 0117 931 7226 e-mail a.frost@hefce.ac.uk

Aims and objectives

The aim of this initial phase of the e-University project was to develop an effective and appropriate business model for the flagship provision of UK higher education online, both in the UK and overseas, and to implement the preferred business model whilst sharing risks with the private sector.

Programme of work

Phase 1: Develop the business model

This phase has covered the following main steps:

- set up a Steering Group representing the HE sector and the HE funding bodies to oversee the initial design phase of the project
- consult the HE sector about an initial model for the e-University concept, to get responses to the overall model which could inform further work
- commission consultants (PricewaterhouseCoopers) to develop a business model taking on board the views of the sector
- commission research into a range of aspects of the market for virtual learning and the e-tools available
- consult the sector on the business model developed.

Phase 2: Implement the business model

This second phase included the following main steps:

- to commission consultants, as phase 2 of the project, to take forward the business model towards incorporation and subsequent launch
- to prepare an initial outline business plan
- to identify potential private sector joint venture partners, through public advertisement
- to undertake discussions with potential partners through general briefings, and pursue negotiations with preferred candidates
- to appoint an interim management team for the e-University
- to develop the functional specification of the e-learning platform and technology services
- to invite proposals from all HEIs for pilot programmes which they wished to develop
- to invite nominations for, and appoint members to, the board of directors of the Holding Company and the Committee for Academic Quality
- to consult with, and inform, the HE sector at every stage.

Project outcomes

The main outcomes are:

a. Publication of a detailed business model for the e-University in October 2000. The model was generally endorsed by HEIs as representing a potentially effective way of achieving the objectives.

b. Compilation of extensive associated market analysis and reviews of technology and relevant services.

c. Short-listing of potential private sector joint venture partners, for intensive negotiations.

d. Preparation and progressive refinement of a business plan and a technological specification.

e. Appointment of members of the Holding Company Board and the Committee for Academic Quality, prior to incorporation of the Holding Company.

f. Selection of a short-list of pilot programmes for joint development between the e-University and HEIs.

National project: Higher Education and Research Opportunities

Start date	March 2000
Expected completion	September 2002
Duration	two years, six months
Cost	HEFCE will provide £650,000 during this period, which represents 50 per cent of the costs of the project. The balance will be paid by the other funding partners
R&CF criterion	Collaborative arrangements between higher education institutions
Contact	Roger Gomyn Corporate Communications HEFCE tel 0117 931 7307

Aims and objectives

HERO, which stands for Higher Education and Research Opportunities, was launched on 15 December 2000 as the internet gateway to the range of on-line information services offered by the higher education and research sectors in the United Kingdom.

This HE portal is owned and run by HERO Ltd, a not-for-profit company limited by guarantee, which represents a partnership of major HE organisations. The aim of the company is to provide the primary internet portal for UK higher education and research, and the natural entry point for a wide range of enquiries.

The HERO portal presents the many facets of UK higher education to audiences worldwide. The company aims to operate it as a showcase site with state-of-the art navigation and high quality content promoting UK higher education and research. The majority of content is held on institutions' web-sites which users can access through a structured database of pointers on the HERO site.

Ownership and management of HERO

HERO has been developed by the higher education funding bodies for England, Scotland, Wales and Northern Ireland, Universities UK, SCOP, the Research Councils, UCAS, ITA and the CSU. These bodies are members of HERO Ltd and are providing funding to the project. The new media company Epic has been appointed to design, launch and operate the service under contract.

Professor Tim O'Shea, Master of Birkbeck College, University of London, is Chairman of the Board of HERO Ltd. Christopher Harris is Executive Director, who works with a small team based in Newcastle. He can be contacted at christopher.harris@hero.ac.uk.

Programme of work

The HERO home page features a regularly changing output of news and current interest articles, showcasing the achievements of the whole of the sector and providing a strong incentive for users to return to the site. The majority of information on HERO is organised in six zones covering:

- studying – information and resources for potential and current students
- research – information and useful links for those involved in research or who want to know more about research
- business – information and useful links for employers
- inside HE – information, resources and sites of interest to staff working in HE
- culture and sport – features on cultural and sporting events and links to venues
- universities and colleges – national and regional maps providing links to higher education institutions, profiles and information about the services they provide.

Strategic review

The Board of HERO has set up a strategic review to determine the development, operation and funding of the service beyond September 2002. The review will take into account the development of the zones, future marketing of the service, the structure and staffing requirements, technical enhancements to the service, and the possible move towards a mixed economy model incorporating external income streams.

Project outcomes

The service will provide the following outcomes:

- a customer-focused single gateway to the wide range of services and opportunities offered by the UK higher education and research sector, providing a unique point of entry to resources which may currently not always be located by potential customers
- a portal design which will represent the current state of the art in information presentation, and which will be kept at the forefront of information design by an ongoing programme of investment and development
- a marketing strategy designed to position the portal as the leading gateway to the HE sector, opening up new target audiences and seeking to identify and fill gaps in information provision.

This will benefit the HE sector in the following ways:

- users will enjoy a high quality online experience, access to an authoritative and quality-controlled information source, better navigation and intelligent searching of HE material
- information providers will gain higher levels of interested visitors to their sites, extended marketing opportunities, and intelligent feedback about HERO's users and their requirements.
- the higher education sector will have a powerful marketing channel in the UK and overseas, and a new platform for increased collaboration by users and information providers.

National project: Higher Education Partnership for Sustainability

Start date	November 2000
Expected completion	December 2003
Duration	3 years 1 month
Cost	Total project cost: £1.3 million HEFCE grant: £600,000
R&CF criterion	Collaborative arrangements between higher education institutions
Contact	Dr Andy Johnston Project manager Forum for the Future 227a City Road LONDON EC1V 1JT tel 020 7477 7724 fax 020 7271 6268 e-mail a.johnston@forumforthefuture.org.uk

Aims and objectives

The aims of the Higher Education Partnership for Sustainability (HEPS) project are:

- to research and identify the major areas of sustainability as they impact on HEIs
- to develop policy and guidance on how to manage that impact
- to disseminate good practice throughout the sector.

It is expected that HEIs will use the results of the project and guidance to develop their own policy and practice relating to sustainability, and to create an awareness of the issues throughout the institution.

Programme of work

Eighteen higher education institutions are participating in the programme. They are:

University of Aberdeen
University of Birmingham
University of Brighton
University of Cambridge
Cardiff University
City University
Heriot-Watt University
Liverpool John Moores University
Loughborough University
Middlesex University
University of Newcastle upon Tyne
Queens University, Belfast
University of St Andrews
College of St Mark & St John
University of Salford
Sheffield Hallam University
University of Stirling
The Surrey Institute of Art & Design.

A full set of reviews at the 18 participating institutions has taken place, in order to establish the sustainability baseline. A partners' conference was held in June 2001 to feed back the results so far and identify the main areas where further work was desirable.

There are two types of work programme in the partnership, both developed from the outcomes of the Opening Sustainability Reviews, namely Capacity Building and Individual Work programme.

Capacity building

Capacity building events are made available to all members of the HEP. These are substantial exercises and some will be part of a larger initiative. The capacity building programme for 2001 covers the following areas.

a. To raise awareness and spread good practice on the sustainability component of new buildings and refurbishment for HEIs.

b. To embed sustainable development into the HE curriculum.

c. To increase awareness among those responsible for procurement of sustainability issues and establish good practice.

d. To deliver more sustainable travel patterns within partner institutions.

e. To promote the understanding and implementation of green accounting issues for institutions that wish to pursue this option.

Individual work plans

The second type of work is individual projects at partner institutions. Subjects so far requested by partner universities are:

- senior management briefings on sustainable development
- staff awareness training
- energy management
- communications
- historic buildings
- strategic planning
- engaging students in the sustainable development debate
- water usage
- standards for sustainable universities.

Project outcomes

The main outcomes are:

a. A system, specifically designed for higher education, for reporting on economic, social and environmental progress.

b. Increased capacity for key people to implement sustainable solutions to HE strategic curricula and management issues.

c. Improvement in a range of key sustainability measures such as emissions of greenhouse gases, generated waste, energy consumption and greener travel.

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National project: Institute for Learning and Teaching

Start date	September 1998
Expected completion	Funding from HEFCE until July 2003; then the institute is expected to become self-funding
Duration	HEFCE funding of ILT from 1998-99 to 2002-03 inclusive
Cost	HEFCE contribution[1] 1998-99 £424,000 1999-2000 £697,715 2000-01 £572,000 2001-02 & 2002-03 £500,000 loan
R&CF criterion	Collaborative arrangements between higher education institutions
Contact	Dr Paul Clark ILT Genesis 3 Innovation Way York Science Park Heslington YORK YO10 5DQ tel 01904 434234

Aims and objectives

The Institute for Learning and Teaching (ILT) has been established with the support of all the UK funding bodies. It aims to: enhance the status of teaching in higher education; improve the quality of learning; support innovation in higher education; and set standards of good professional practice for its members.

Programme of work

The areas of activity in which the ILT is involved include:

- accreditation of institutional courses and programmes of staff development
- creation of direct routes to membership of the ILT through application by individuals
- development of a programme of continuing professional development for ILT members to allow them to demonstrate that they remain in good standing with the institute
- provision of targeted and useful information, educational materials and services to ILT members
- initiation of a programme of research promotion and dissemination
- attraction, through the mechanisms of the first four points above and others, of a substantial section of the academic and learning support community as ILT members.

In addition, the ILT has been contracted, through HEFCE and other agencies, to undertake other activities, namely to:

- work closely with the Learning and Teaching Support Network (LTSN), particularly the Generic Centre, Technologies Centre and The Technology for Disabilities Information Service (TechDis)
- to manage the LTSN programme directorate and the Generic Centre
- to manage the National Teaching Fellowship Scheme.

[1] The original HEFCE grant of £4.19 million was increased to £5.2 million during 1999-2000. The increase of £1.01 million was provided as part-grant, part-loan on a 50:50 basis. The loan will be repaid once ILT has a membership base of 30,000. Among other things, the increased funds will subsidise the costs of processing individual applications for membership, meet the costs of the additional resources required to meet the projected growth in membership, and enable research and dissemination activities to be undertaken.

Project outcomes

a. **Accreditation of institutional courses and/or programmes of staff development** – The ILT has established an accreditation scheme for programmes of staff development in HE teaching in HEIs. Accreditation of an HEI's programme provides successful students of the programme with a direct route to ILT membership. To date, 82 programmes have been accredited and a further 32 accreditation agreements are in progress. In addition, arrangements are being developed with professional and statutory bodies and other organisations to provide a direct route to ILT membership for HE practitioners with qualifications equivalent to an ILT accredited programme. The first of these is with the United Kingdom Central Council for Nursing, Midwifery and Health Visiting (UKCC), which was agreed in June 2000. Negotiations with the British Psychological Society, the Central Council for Education and Training in Social Work (CCETSW) and the General Teaching Council (GTC) are in train. The total number of members accepted to the ILT through accredited routes as at 19 April 2001 was 1,905.

b. **Creation of direct routes to ILT membership through application by individuals** – Applications for membership can also be made by individuals through direct application to the ILT – known as 'initial entry for experienced staff'. Since its launch in October 1999, 2,925 members have been admitted via this route at 19 April 2001.

c. **Attraction of a substantial section of the academic and learning support community as ILT members** – At mid-April 2001 membership stands at 4,830. This is well ahead of projected figures for this period and represents an encouraging proportion of HE staff in a context where membership is voluntary and usually self-funded.

d. **Development of a CPD framework for ILT members** – The accreditation services section of the ILT is committed to developing processes of implementation and evaluation of continuing professional development (CPD). A consultation exercise on this was carried out in 2000. This has resulted in the establishment of a pilot project, which will involve up to 5 per cent of members, working in partnership with around 10 HEIs. The pilot project is due for completion by January 2002.

e. **Provision of information, educational materials and services to ILT members** – A range of services have been established for ILT members since its inception, including one-day workshops, the ILT's annual conference, an international refereed journal, a series of practitioner-orientated books and a thrice yearly newsletter. Increasingly one-day events are being replaced by regionally located members' forums. Additionally, since February 2001 members have had access to original commissioned material via the members-only access Members Resource Area (MRA). Together with the LTSN, the Generic Centre and other partners, the ILT is working to develop a substantial portal which will offer access to materials and data on learning and teaching in higher education.

f. **Initiation of a programme of research promotion and dissemination** – Original material has been commissioned for the MRA, including a substantial section from key researchers on the scholarship of teaching. In addition, a scheme is being established by which members can apply for small grants to undertake activities including action research, the production of case studies and other joint interactions.

g. **To host the LTSN Executive, LTSN Generic Centre, JISC Technologies Centre and JISC TechDis Service** – The LTSN programme was launched UK-wide in January 2000 when the 24 subject centres were established in UK HE institutions. Subsequently the LTSN Executive was established and co-located with the ILT in April 2000, with the Generic Centre following in September 2000. The JISC-funded Technologies Centre (from September 2000) and TechDis Service (from February 2001) are also co-located with the ILT.

h. **Managing the 2000 National Teaching Fellowship Scheme (NTFS)** – The ILT, on behalf of HEFCE and the DHEETE in Northern Ireland, managed the highly successful first run of the individual strand of the TQEF initiative, the National Teaching Fellowship Scheme.

National project: Regional Contribution of Higher Education

Start date	March 2000
Expected completion	June 2001
Duration	15 months
Cost	HEFCE grant: £129,000
R&CF criterion	Collaborative arrangements between higher education institutions
Contact	Dr David Charles Centre for Urban and Regional Development Studies University of Newcastle NEWCASTLE UPON TYNE NE1 7RU tel 0191 222 8016 e-mail d.r.charles@ncl.ac.uk

Aims and objectives

The aims are:

- to map the current range of contributions which HE institutions make to their regions, including economic, social and cultural
- to improve awareness and understanding of those contributions, and provide a basis for identifying the scope for further development, within institutions, within HE regional consortia, and with regional partners
- to develop an improved methodology for assessing the impact of HEIs' regional activities.

Programme of work

The project is jointly sponsored by the HEFCE and Universities UK. It builds on the HEFCE Regional Profiles publications (HEFCE 99/27 and 00/38) and work previously commissioned by Universities UK from the Centre for Urban and Regional Development Studies (CURDS) on the regional impact of universities. A steering group was established, chaired by Professor Roderick Floud, Vice-Chancellor of London Guildhall University.

The project is working through the regional consortia of HE institutions. The main elements have been:

- to prepare, in consultation with regional consortia and RDAs, a template for collecting information on a consistent basis on the range of ways in which HE institutions contribute to their regions
- to commission each consortium to prepare a report using that template. The reports have then been edited to produce a consistent series by the CURDS project team
- to produce a national overview report on patterns and issues arising from the regional report
- to develop a methodology for assessing the impact of HEIs' regional activities through a benchmarking approach.

The project is taking account of work already done, for example, by RDAs to develop their regional skills action plans, and by HE institutions in developing their strategies in response to the HEFCE HEROBC programme.

Project outcomes

During 2000 the nine regional consortia were advised on the format of the regional reports, and contracts were issued for the collection of data and preparation of the reports. This effort was supported by seminars held in spring 2000, one in London and one in Leeds, to discuss the approach with representatives of regional consortia and RDAs, with a follow-up progress-chasing meeting in Leeds in August. The consortia were issued with a template for the collection of information, and in each case data was assembled from the consortium members and used for the preparation of a report. All reports were in draft form at the beginning of 2001. They were then edited and finalised for publication, in associated with a national conference held in June 2001.

In parallel a benchmarking tool was prepared which can be used by individual HEIs to assess their performance and practices against a series of regional development processes. This tool uses standard benchmarking techniques, but is novel in the application of business practice to regional engagement. This was introduced to a group of potential users through a seminar in Newcastle in February 2001.

The project was advised by a steering group which held meetings in April and July 2000, with final meetings in January and February 2001.

The outcomes are the set of nine regional reports on the regional contribution of HE, with a national overview report, and the report on the benchmarking tool for assessing the regional contribution of an individual HE institution.

University of North London

Start date	March 1999
Expected completion	December 2000
Duration	Two years
Cost	£1.3 million
	HEFCE grant: £910,000
R&CF criteria	Major changes to the academic portfolio
	Structural realignments within institutions
Contact	John McFarland University of North London 166-220 Holloway Road LONDON N7 8DB tel 020 7753 5187 e-mail j.mcparland@unl.ac.uk

Aims and objectives

The university aims to acquire land for the construction of a building that will house facilities for students studying science, computing and engineering. This building will not be 'stand-alone', but a major extension to an existing building, the Learning Centre. The site required is contiguous to the Learning Centre. It consists of three parcels of land owned by Railtrack, one large and two smaller ones, which would provide access to Holloway Road and Hornsey Road. A separate entrance is required to allow independent operation on some occasions without using the Learning Centre.

In addition to the Railtrack land there are two further contiguous sites: 31/33 Hornsey Road and 35-43 Hornsey Road, which the university is seeking to acquire.

Programme of work

The largest site has been acquired.

The university is still seeking two smaller sites from Railtrack and two other sites on the Hornsey Road. The acquisition of the sites has become complicated by the proposed move of Arsenal FC to a site across the road. This has affected the local property market and introduced an element of uncertainty and volatility which has hindered further purchases.

Planning permission has been obtained for the new building.

Project outcomes

The largest site has been obtained from Railtrack.

Negotiations on the remaining sites continue.

University of Northumbria at Newcastle

Start date	30 April 2001
Expected completion	1 February 2002
Duration	Nine months
Cost	Total project cost: £2.94 million HEFCE grant: £1.35 million
R&CF criteria	Collaborative arrangements between higher education institutions Major changes to the academic portfolio
Contact	Trevor Thurlow Estates Manager Sutherland House University of Northumbria NEWCASTLE UPON TYNE NE1 8ST tel 0191 227 3343 fax 0191 227 3348 e-mail trevor.thurlow@unn.ac.uk

Aims and objectives

This project aims to achieve the following:

- provide a purpose built Learning Resource Centre (LRC) with library, IT open access, large lecture theatre and seminar room facilities
- collaborate with other HE institutions in the Cumbria region in providing enhanced library reference facilities for the use of all HE students and the general public.

Programme of work

- November 2000 – Design completed and planning approval received
- February 2001 – Northumbria exchange contracts for the purchase of the Milbourne Street site, and execute construction contract to construct LRC
- April 2001 – Site becomes available; Northumbria complete sale and purchase of Milbourne Street site, and construction works commence
- February 2002 – LRC construction works complete; fit-out and commissioning.

Project outcomes

The intended outcomes are:

a. To deliver a purpose-built Learning Resources Centre to enhance the university's current facilities in accord with its academic development plan and its strategic objective to increase its student numbers for the Carlisle operation from the current level of 515 FTEs to 1,000 FTEs by academic year 2002-03.

b. To deliver enhanced library access facilities to students of all HE institutions within Cumbria and the general public.

c. To release space within current campus buildings at Paternoster Row for provision of additional teaching space.

Regional consortium project: Association of Universities of the East of England

Start date	Association established as a company limited by guarantee in 2000
Expected completion	Ongoing project
Duration	Continuous
Cost	HEFCE grant £25,000 a year for three years from 2000-01 to be reviewed after year 3
R&CF criterion	Collaborative arrangements between higher education institutions
Contact	Professor David Bridges Executive Director Association of Universities of the East of England EEDA Compass House Ovens Way Histon CAMBRIDGE CB4 9ZR tel 01223 713938 fax 01223 713940 e-mail dbridges@eeda.org.uk

Aims and objectives

Eight universities in the East of England region, the Open University in East Anglia, and the three HEFCE-funded higher education institutions in the region established the Association of Universities of the East of England (AUEE). Its purpose is to promote collaboration, partnership, focus and appropriate shared practice, so as to benefit the economic, social and cultural well-being of the region.

The agreed aims and objectives of the association concern:

a. Knowledge transfer: The AUEE will support its member institutions in developing:

- the means by which the knowledge and skills of their staff are made more accessible to business and public and private sector services in the region
- the means by which developments in higher education based science and technology can be the source for new developments in established companies and the basis for the creation of new enterprises.

b. Widening participation: AUEE will support its member institutions in widening access to HE provision in the Eastern region, including:

- securing additional student places in the region's HE institutions
- extending outreach activity by the universities and colleges
- building up HE provision and means of access to it in parts of the region which are under-provided
- improving opportunities for credit accumulation and transfer, and ease of progression between member institutions and between the FE and HE sectors.

c. Influencing the new regional politics: AUEE will seek to ensure that the individual and collective voices of its member institutions are heard in appropriate settings in the emerging regional politics. It will encourage individual institutions

to seek representation or will provide collective representation as appropriate.

d. **Maximising the benefit from regional funds:** AUEE will help to keep member institutions informed of opportunities for accessing 'regional' funds from, in particular, the RDA, UK government departments and EC Regional Funds, and, where appropriate, facilitate combinations of regional universities in bidding for these funds.

Programme of work

A constitution has been agreed and both a steering committee and board established, both of which have now met on a number of occasions. In addition to the executive director, an administrator has been appointed to assist with the day-to-day business and concerns of the association. A web-site and a prospectus advertising the scope and function of the association will be issued.

Funding for a range of projects was successfully bid for from the RDA, and work has begun on all of them. Additionally the association took a role in the regional consortium bid for the new foundation degree, as well as taking on the secretariat responsibilities for the Regional Higher Education Forum (HEE).

Project outcomes

Completed projects:

- Regional Foundation Degree Consortium bid
- East of England HEFCE Review of Research Consultation
- AUEE/East of England Development Agency (EEDA) Strategy Refresh meeting
- AUEE office now base for HEE Secretariat.

Approved projects under way:

- Six EEDA Skills Development Fund approved projects, including work on: profiling and employability, launching the successful foundation degree programmes, clusters, HE research (and its correlation to the EEDA Skills Agenda), HE provision in the east of England, and work on the AUEE prospectus
- Regional consultation on the future of qualifying training in social work
- AUEE web-site.

Consortium of Art & Design Institutions in Southern England

Start date	February 1999
Completion	Completion of HEFCE funding in March 2001. Last partnership planned to continue thereafter
Duration	HEFCE funding planned to last three years, thereafter project to run on self-funded basis
Cost	HEFCE grant: £75,000 1998-99 £30,000 1999-2000 £22,500 2000-01 £22,500
R&CF criterion	Collaborative arrangements between higher education institutions
Contact	Bethan O'Neil CADISE Administrative Director The Surrey Institute of Art & Design, University College Falkner Road FARNHAM GU9 7DS tel 01252 892701

Aims and objectives

The Consortium of Art & Design Institutions in Southern England (CADISE) aims to:

- offer a representative voice for specialist providers of art, design and communication studies within the region
- seek mutual benefit through the increased stability and enhanced opportunities available through larger critical mass
- develop a coherent range of academic opportunities within the region
- extend links with industry to provide specialist services and training opportunities
- maintain diversity of provision within the sector
- promote the recognition and reputation of individual institutions as specialist providers of education in art, design and communication.

HEFCE funding has assisted the formation of the first dedicated subject-based consortium in the arts, design and communication areas, which is expected to continue and benefit from collaboration after funding has ended. A formal agreement detailing the commitment to mutually beneficial collaborative practices was signed in May 1999 and updated in 2001 as the consortium expanded to include new members. CADISE is maturing rapidly and has already attained a national profile. It comprises: The Arts Institute at Bournemouth, Central School of Speech and Drama, Kent Institute of Art & Design, Ravensbourne College of Design and Communication, The Surrey Institute of Art & Design, University College, Trinity College of Music and Wimbledon School of Art.

Sub-project 1: Creative learning futures: Delivering training opportunities to small and medium sized enterprises (SMEs) in the creative industries

Start date	April 1999
Expected completion	April 2000
Duration	12 months
Cost	HEFCE grant: £20,000
R&CF criterion	Collaborative arrangements between higher education institutions

Aims and objectives

Creative Learning Futures is a research project to 'investigate the training and training delivery needs of SMEs and the self-employed in the creative art and design and media communication industries, in the South and South East regions.

Programme of work

There are five main elements:

- to map current education and training activity within creative/media communications industries, small companies and freelancers in the South East region
- to map current and future needs for developing learning opportunities for that sector
- to identify areas where training and education provision is low
- to identify main barriers and specific regional industry factors which are hindering the self-employed, employers and employees from participating in education and training activity within the sector
- to explore the suitability of alternative forms of learning which encourage participation within the group, for example, distance and open learning, and employee and freelance development schemes.

Project outcomes

Consultations with all the leading industry bodies, National Training Organisations, and Enterprise Councils, and a survey of some 1,800 creative professionals, identified existing provision and increased training provision in the Creative Industry sector. A final report entitled 'Creative Learning Futures: Survey of Creative Professionals' maps each sector's specific training needs, barriers to training uptake, and preferred training delivery. Publications from this project can be accessed through the CADISE web site.

Copies of the final report have been distributed to all regional bodies that have an interest in the creative industries and to the Department of Culture, Media and Sport.

Sub-project 2: Pathways project

Start date	April 1999
Expected completion	31 March 2003 – completion of outcome 1 and submission of interim report 31 July 2003 – completion of outcome 2 and submission of full report
Duration	15 months (April 1999 to July 2003), academic years 1998-99 and 1999-2000
R&CF criterion	Collaborative arrangements between higher education institutions
Contact	Kate Wilson Bournemouth College of Design and Communication Wallisdown Road Poole, Dorset BH12 5HH tel 01202 533301 e-mail k.wilson@bcdc.ac.uk

Aims and objectives

Contemporary youth culture emphasises activities that feature strongly in art, design and communication. Unfortunately school pupils are often unable to translate these experiences into education and career routes. For students from low socio-economic backgrounds, the need to determine the long term career viability of further study in these disciplines is acute. It is critical that further and higher education provides information to pupils at the appropriate stage in their education, namely in the latter stages of GCSE and through the sixth form.

Partner institutions are already building links with local secondary schools. These aim to give prospective students a taste of the college environment, along with access to a wider skills base than is typically available in schools. The consortium wishes to extend these activities further into secondary schools.

Programme of work

There are three strands of activity:

- raise awareness among under-represented groups within the region of the subjects as potential areas for further and higher education and employment
- increase school pupils' recognition of the ways their GCSE, A level or GNVQ study can prepare them for entry into FE/HE and employment in art, design and communication areas
- engage in outreach activity, involving undergraduate students working directly with pupils in selected local schools.

Project outcomes

Three projects have been carried out in partnership between HEI staff and students and local secondary school staff and pupils. Each project resulted in specific practical outcomes. A final project report details the individual projects and presents a set of guidelines for future partnership outreach work. Details of the project and the report can be found on the CADBSE web site.

- Ravensbourne College worked with two local schools in the subject area of broadcasting involving undergraduate students in mentoring groups of school pupils in producing and recording a fashion show. The activities of the project are recorded as a CD-ROM designed to be used as part of the institution's future outreach activities.
- The Arts Institute at Bournemouth worked with a local school in the subject area of three-dimensional design involving undergraduate students in mentoring school pupils within the art and design curriculum. The activities of the project are recorded in a booklet to be used as part of the institution's future outreach activities.
- Wimbledon School of Art worked with a local school in the subject areas of Theatre Design and Sculpture involving undergraduate students in mentoring school pupils as they developed work for a public exhibition hosted by the school and by the College. Outcomes include an exhibition catalogue.

Regional consortium project: East Midlands Universities Association

Start date	1 August 1999
Expected completion	31 July 2002
Duration	Three years of HEFCE funding, but partnership planned to continue thereafter
Cost	Total HEFCE grant £75,000 (£25,000 per year)
	EMUA is also supported through subscriptions from the member institutions
R&CF criterion	Collaborative arrangements between higher education institutions
Contact	Jenny Smith Head of Office East Midlands Universities Association Regional Office Oxford Hill Loughborough University LOUGHBOROUGH LE11 3TU Tel 01509 223443 e-mail j.smith@lboro.ac.uk

Aims and objectives

The aim of the association is to promote and facilitate co-operation among East Midlands universities and colleges, to the benefit of the region and these institutions. To achieve this aim, the association has the following key objectives:

- to act as a focal point for effective liaison and co-operation between the universities and key regional organisations, particularly the RDA
- to develop joint policies and approaches to regional agendas
- to promote co-operative activities between universities and colleges in the region and seek external funding to support these activities
- to promote and exhibit good practice in regional co-operation. To publicise the role of the HEIs and EMUA in these activities.

Programme of work

East Midlands Universities Association (EMUA) was established on 7 December 1998, with an inaugural meeting of vice-chancellors and principals of the region's 10 higher education institutions. The vice-chancellors and principals form the steering group which to date has met twice a year to drive policy and strategy. The executive committee, comprising nominated pro vice-chancellors and deputy principals, meets quarterly and directs the work of EMUA task groups.

With the assistance of the HEFCE grant, a full time EMUA project coordinator was appointed in November 1999.

To date EMUA has:

a. Established an EMUA Office in Loughborough University with appropriate administrative and financial systems.

b. Developed a structure to facilitate collaboration in areas identified by a scoping study. This has included setting up a number of task groups with representation from all member institutions, focusing on topics such as ICT, widening participation, HEROBC and European funding.

c. Made progress in developing relationships with the RDA, Government Office and other regional bodies: EMUA/HEI representation has been achieved on many regional bodies; priorities for the contribution of universities to the region have been agreed with the RDA.

d. Produced a corporate logo, EMUA publicity materials, and an exhibition stand which has been used at regional events to promote the role of HEIs in the region. Development of an EMUA web-site is under way.

A project officer (funded for one year by the RDA) and part-time office assistant will be appointed in 2001 to support the expanding activities of the association.

Future activities will include:

- an increase in frequency of steering committee meetings, from twice a year to quarterly
- establishment of a new task group focusing on the development of foundation degrees
- moving from policy and strategy to implementation of new activities developed by some of the task groups.

Project outcomes

Interim project outcomes include the completion of a scoping study, in consultation with all members of the association and relevant regional and national agencies. This outlines main areas for collaboration and research, and has resulted in the creation of a number of task groups to take forward identified projects.

EMUA has developed a five year business plan which includes the exit strategy from the HEFCE grant. It is proposed that EMUA operations will be financed through increased subscriptions from the HEIs and project income generated primarily through the task groups.

Regional consortium project: London Higher Education Consortium

Start date	April 1999
Expected completion	March 2002
Duration	Three years
Cost	£312,000 HEFCE funding at £37,000 per year
R&CF criterion	Collaborative arrangements between higher education institutions
Contact	John Edmundson Executive Officer London Higher Education Consortium c/o London First Hobhouse Court LONDON SW1Y 4HH tel 020 7665 1510 fax 020 7665 1537 e-mail jedmundson@londonfirst.co.uk

Aims and objectives

The London Higher Education Consortium (LHEC) was formed to represent all the HEFCE-funded institutions within the orbit of the M25 around Greater London (and such other degree-awarding institutions as may be admitted by agreement of the members). London is unique within the United Kingdom for the number and diversity of higher education institutions. Some 40 HEIs are members of the consortium.

With the creation in 2000 of a new mayor and assembly for Greater London and connected executive agencies, including the London Development Agency (LDA), the HE sector helps to make a distinctive contribution to the competitiveness and cultural richness of the London region.

The consortium has four main functions:

- working with the new government structures in London
- a forum where heads of institutions discuss matters of common interest
- support for the business sector in the region
- working closely with the FE sector in London.

Programme of work

During 2000, the consortium undertook the following:

a. Elected a convenor (Professor Roderick Floud, Provost, London Guildhall University), and a steering group representing: the University of London; the other universities in London; and all other eligible colleges and institutions.

b. Had a formal launch in March by Lord Marshall of Knightsbridge at Senate House, University of London to publicise the theme 'improving the partnership between higher education and business' among the principal agencies and opinion-formers in the capital.

c. LHEC's convenor has observer status on the Board of the LDA and LHEC has been named as a major partner in the LDA's Economic Development Strategy.

d. Made a successful bid on behalf of all members, and in partnership with London First, for HEROBC funding. This will accelerate key components of the regional innovation and knowledge transfer strategy, encourage the growth of appropriate regional and sub-regional networks, and thereby help all institutions to be more directly engaged with the business communities of the region.

e. Established regular meetings with the FE sector through the London HE/FE Partnership through which senior representatives of both sectors can examine issues of common interest, such as the evolving regional structures.

f. Worked closely with those HEIs and colleges active in London First on such matters as overseas HE/business relationships and student accommodation in London.

g. Arranged a meeting with the Mayor to present to him the key role of the higher education institutions in the life and the future of London.

h. Sponsored studies in engineering and modern languages.

i. Set up a working group on legal services.

j. Prepared HE's response to the LDA's economic development strategy.

k. Initiated and provided administrative support for the production of the London area report on the contribution of HE to the regions (see separate entry for that project at page 70 of this publication).

l. Established liaison with pan-London groups and organisations concerned with:

   i. Purchasing – the London University Purchasing Consortium.

   ii. The Mayor's office in Brussels.

   iii. Library and Information Services – the M25 group.

   iv. Small Business Services – London Business Link.

Project outcomes

The activities listed above have been managed by the post-16 education unit in London First, working to a service level agreement between London Guildhall University, the HEI that receives the LHEC's funding, and London First. Over the next two years, the work will be dominated by the new government structures pan-London and sub-regionally, and by:

- demonstrating improvements to the relationship between the HE sector and business and wider community interests
- increasing recognition of the global competition against which clusters as strong as that in London have to remain competitive.

Regional consortium project: London Review of Engineering

Start date	January 2000
Expected completion	April 2001
Lead HEI	City University
Duration	Four years; funding from the HEFCE is for three years
Cost	HEFCE grant: £25,000
R&CF criterion	Collaborative arrangements between higher education institutions
Contact	Professor David Rhind Vice-Chancellor City University Northampton Square LONDON EC1V 0HB tel 020 7477 8000 fax 020 7477 8560

Aims and objectives

The review of engineering in London had its origins in discussions between several London vice-chancellors and the near-simultaneous letter to universities from the HEFCE Chief Executive asking about the likely future of engineering nationally and regionally.

The review aims to provide answers to the following questions:

a. What is the actual situation regarding education, training and recruitment of engineers in higher education institutions in London and how does it vary between different branches of engineering?

b. How are the results likely to influence provision of engineering higher education in London?

c. What opportunities are there to support engineering provision in London through higher education institutions acting collaboratively?

Programme of work

The programme of work is as follows:

a. A group was set up with membership of deans of engineering from each institution.

b. A respected engineering academic was appointed as project manager, to have private bilateral discussions with various key stakeholders to tease out areas of likely conflict. He was also remitted to obtain and analyse relevant statistics and other information on applicants to courses, students, staff and existing infrastructure.

c. The group held a series of meetings at different university venues across London to shape the study, agree the information required and discuss statistics and trends.

d. The group, supported by the project manager, created a draft report for review by the vice-chancellors concerned.

e. The group is producing two reports – a detailed version for use by the relevant higher education institutions and a summary report that will be issued more widely since some of the issues are national.

Project outcomes

It is expected that the review will help:

- clarify the individual niche positions of engineering within London higher education institutions
- foster mutually beneficial collaboration wherever possible
- act as a clearing-house for ideas
- enable future individual and collaborative plans for engineering provision in London to be considered within a corporate framework.

Regional consortium project: Universities for the North East

Start date	21 February 2000
Expected completion	February 2003
Duration	Three years
Cost	Total project cost: £117,484 for the first year; to be reviewed annually Total HEFCE grant £25,000 per year for three years
R&CF criterion	Collaborative arrangements between higher education institutions
Contact	Alan Sanderson Universities for the North East Office 1 Hylton Park Wessington Way SUNDERLAND SR5 3HD tel 0191 516 4400

Aims and objectives

The HEFCE-funded activities are a consolidation and expansion of existing activity.

Higher Education Support for Industry in the North (HESIN) was a consortium of the Universities of Durham, Newcastle, Northumbria at Newcastle, Sunderland and Teesside, and the Open University in the North. It has been undertaking collaborative activities for around 17 years, most commonly in the areas of industrial liaison and technology transfer. It had recently restructured through the formation of a Board, comprising the vice-chancellors of the campus institutions and the chair and deputy chair of the existing executive committee, and renamed 'Universities for the North East' (unis4ne).

The new organisation has incorporated and continued the activities of HESIN, but will seek to expand its remit in line with regional and national priorities. This will include consolidation of activities in technology transfer and industrial liaison, continuing education and training, European funding and projects, and environmental programmes. In addition, the organisation will seek to expand, embed and continue to implement collaborative activities in the specific areas of widening participation and a regional credit accumulation and transfer scheme.

More generally, the Board has given undertakings to seek to implement collaborative activities in sport, culture/arts and heritage, tourism and leisure, and other areas where such collaboration can demonstrate added value and contribute to the economic and social regeneration of the North East region.

Programme of work

Unis4ne operates through the formation of ad hoc or dedicated standing committees to explore, identify funding for, implement and monitor collaborative actions, usually in the form of specific projects or initiatives, in areas where working together can demonstrate added value.

The HEFCE funding will facilitate the appointment of an administrator, whose functions will include:

- supporting the activities of the existing Continuing Education and Training Committee and the Widening Participation and Credit for Lifelong Learning projects
- supporting the activities of the Knowledge House Business Development and Training Manager in the brokerage of training needs analysis and the subsequent delivery of vocational training for staff of regional small to medium-sized enterprises
- supporting and co-ordinating joint activities and liaison with partner organisations such as Training and Enterprise Councils, FE colleges, the Government Office for the North East, and liaison with the RDA once the regional economic strategy is finalised and the deployment of the regional Skills Development Fund decided.

Project outcomes

Indicators of success would be:

- effective conclusion and implementation of the recommendations of the ongoing projects identified above (especially the integration of

current activities into the mainstream of member institutions' activities)

- successful communication and co-ordination of activities with our partners in other sectors
- instigation of new projects where collaborative activity enhances the outcomes and has a multiplier or added value effect.

Project outcomes to date

As stated above the funding is deployed in the provision of administrative support for a range of activities undertaken by Universities for the North East. The administrator has been in post since 21 February 2000. She supports the work of both thematic and project committees as indicated below. All of these groups have representation from all member HEIs and in some instances also from external partners.

Business and Enterprise Committee – the main activities of this group are in knowledge transfer and exploitation issues. The committee provides steering and guidance to the Unis4ne Knowledge House project and has been heavily involved with the regional Science Enterprise Challenge proposal, the establishment of a seed capital fund for exploitation of spin-out opportunities from member universities and in the development of the Regional Innovation Action Plan (one of the plans flowing from the Regional Economic Strategy developed in partnership with the RDA).

The committee provides a vehicle for collaborative action in relation to a range of HEROBC-type activities. The areas identified for action include a regional continuing professional development framework for staff involved in HEROBC activities and developing common approaches to data collection and dissemination.

European Committee – this committee provides the bulk of the HE input to the development of the ESF programme and has been heavily involved with the development of the 2000-06 NE Objective 2 Single Programming Document for the Region. Other activities include the provision of a collaborative mechanism for actions under Objective 3 ESF programme and EU Framework V.

The committee is also active in the management of the current structural funding programme.

Skills Updating for Businesses Co-ordinators Committee – this project group is implementing marketing, brokerage and development activities relating to this Objective 3 ESF project. Previously we have developed and validated (at all member sites) a regional credit framework of Lifelong Learning Awards principally targeted at small businesses in the region. Initially piloted for human resource development training for personnel in small to medium-sized enterprises, the range of awards is being extended to include a wide range of skills development for small businesses.

Widening Participation Management and Steering Groups – In addition to supporting the meetings of these two groups, the administrator supports the day to day activities of the three members of widening participation (WP) project staff operating from the unis4ne office. The activities funded by the HEFCE WP special initiative take both institutional and regional forms. The latter is undertaken by staff at the unis4ne office, and involves both research and (international) best practice studies and the collation of monitoring returns for HEFCE.

Lifelong learning – the Continuing Education and Training Committee, supported by the administrator, has re-visited its Terms of Reference and has reformed as a Lifelong Learning Committee which is supporting the broad principles of lifelong learning through inter-institutional collaboration. The committee is responsible for the continuing development of the regional Lifelong Learning Awards.

Culture – in the light of recent developments in the cultural sector outwith HE in the region, the consortium has established a Cultural Committee to explore mechanisms by which HE can both contribute to and benefit from new initiatives such as the Gateshead Music Centre. The administrator will support the activities of this group. The consortium has bid successfully to the HEFCE Restructuring and Collaboration Fund for support for two posts at the GMC. One will be a performance tuition specialist working in the Centre and the other will be a HE Development Officer to facilitate collaborative activities.

Regional consortium project: North West Universities Association

Start date	1 August 1999
Expected completion	31 July 2002
Duration	Three years
Cost	HEFCE grant £75,000 (£25,000 per year); in addition NWUA is supported through subscriptions from individual member institutions
R&CF criterion	Collaborative arrangements between higher education institutions
Contact	Keith Burnley Executive Director North West Universities Association East Annexe, Town Hall WARRINGTON WA1 1UH tel 01925 442084 e-mail kburnley@warrington.gov.uk

Aims and objectives

The aims and objectives of the North West Universities Association (NWUA) are:

- to share experience and provide a forum for the discussion of issues common to its members
- to promote regional collaboration between members
- to support and inform the participation of members in regional agencies
- to recommend representatives for appointment to regional bodies
- represent the region in Universities UK regional groups and similar bodies
- to develop regional collaboration with SCOP institutions and colleges belonging to the Association of Colleges
- to undertake other regional activities that are judged desirable by members.

Programme of work

NWUA has established an office base in Warrington with a small secretariat, shared with Higher Education North West (HENW, the organisation of HE colleges). An executive director was appointed on 1 August 1999, and is supported by a personal assistant (shared with HENW). The official launch of the association was on 27 March 2000 and was accompanied by a brochure outlining the regional contribution of higher education. A research officer took up post in September 2000.

The organisational structure has been established:

- NWUA board, comprising the vice-chancellors and principals of member institutions, meets six times a year and deals with matters of strategy and policy
- NWUA management team advises the board and is the management body for the association. The institutional management team member (normally at pro vice-chancellor level) acts as the main contact between the association and individual institutions

- the three main operational groups, the NWUA Enterprise Group, the NWUA Learning and Teaching Strategy Group and the NWUA Research and Development Strategy Group, have been formed to advise the management team and to develop and run collaborative activity and projects
- additional operational groups have been established in the areas of health and marketing/public relations
- practitioner networks have been established for colleagues with responsibility for links with business, European programmes, public relations and international activity.

NWUA was awarded £550,000 under round one of HEROBC to establish a regional Knowledge and Skills Brokerage Service (SBS) to achieve the following:

a. Build up a service to liaise between HE and SBS or individual companies where this is appropriate.

b. Set up and launch a knowledge and skills brokerage web portal.

A project leader and an adviser on small to medium-sized enterprises have been appointed.

Project funding has been awarded by the North West Development Agency for the development of a collaborative 'master of enterprise' programme and for linking enterprise activity with schools.

NWUA has built partnerships with major bodies in the region including the RDA, the Regional Assembly, the regional chambers of commerce, regional Business Links, the North West Business Leadership Team and Government Office North West. Responses have been made to the regional strategy, regional skills strategy, regional innovation strategy and regional planning guidance consultations. Lead academics have been identified for each sector in the regional strategy to act as the hub of a network of institutional sectoral contacts. HE action plans have been developed in response to the regional strategy and regional skills strategy. The association together with HENW provides higher education input into the Objective 2 and 3 European programmes.

A concordat with the North West Regional Development Agency is under discussion. Relationships are being developed with the SBS and its New Business Links outlets. Links are being established with cultural representational bodies in the region and those bodies involved with the sustainability agenda.

Project outcomes

The NWUA has been established and is playing a leading role in the region, in particular in relation to the knowledge economy. After 18 months of operation the management team and Board are undertaking a major review of the structure and strategy of the association, which will be completed in the next six months.

Regional consortium project: Higher Education North-West

Start date	1 September 1999
Expected completion	31 December 2002
Duration	Three years three months
Cost	HEFCE grant: £75,683 (£25,200 per year)
	In addition HENW receives subscriptions from its members
R&CF criterion	Collaborative arrangements between higher education institutions
Contact	Dr R G Evans Executive Director HENW East Annexe Town Hall WARRINGTON WA1 2NG tel: 01925 442033 e-mail: r.g.evans@warrington.gov.uk

Aims and objectives

The aim is to establish and develop formal collaborative links between the non-university HEIs in North West England, in order to:

- support members in their individual and collective relationships with regional and national agencies
- recommend representatives of North West HEIs for appointment to regional bodies
- share experience and provide a forum for the discussion of issues common to North West HEIs
- undertake other regional activities that are judged desirable by members.

Programme of work

An office has been established in Warrington, close to the headquarters of the North West Development Agency (NWDA). The costs of the premises and services, consumables and some staff costs are shared between Higher Education North West (HENW) and the North West Universities Association (NWUA).

The main operational features of the project have been agreed:

- develop good working relations with NWUA
- establish formal organisational structures
- provide a two-way channel of communication with other regional bodies, especially NWDA, North West Regional Assembly (NWRA) and Government Office North West
- investigate and identify opportunities for collaborative action among members and, beyond them, with NWUA
- stimulate and maintain co-operation with other agencies, particularly the Association of Colleges
- promote higher education within the region.

A simple organisational structure has been agreed, with a Board composed of the principals of the member institutions, supported by ad-hoc working groups, several of which are joint HENW/NWUA activities. Working relations with NWUA are very good, with the executive directors sharing most of the representational and lobbying function for the sector as a whole. Effective links with other regional bodies are in place, and HENW/NWUA are consulted routinely on the whole range of regional issues. HENW and the NWUA coordinate the HE input to the EU Objective 2 and 3 programmes.

Project outcomes

Contributions have been made to consultations on the regional economic strategy, regional skills strategy, regional innovation strategy and regional planning guidance. HE representation on the NWDA sectoral networks has been coordinated. Of longer-term significance are the (developing) HE Action Plans in response to the regional economic strategy and the regional skills strategy. A concordat with the NWRA is under discussion. Significant input (led by NWUA) has been made to the case for the strengthening of the regional science base. This has already led to increased government funding for research based in HEIs.

Regional consortium project: Higher Education South-East

Start date	1 January 2000
Expected completion	31 December 2002
Duration	Three years
Cost	HEFCE grant: £112,500
	£37,500 per year for three years
R&CF criterion	Collaborative arrangements between higher education institutions
Contact	John Weston Chief Executive Higher Education South East Loxton Square Cross Lanes GUILDFORD GU1 1UN
	E-mail: johnweston@hese.ac.uk

Aims and objectives

Higher Education South East (HESE) was set up as a company limited by guarantee in September 1999 by the Universities of Surrey and Sussex to facilitate collaboration and networking between higher education institutions in the South East region, focusing on their contribution to the region. All 17 universities and eight colleges of higher education with campuses in the region are members, paying a subscription proportional to their FTE student totals on those campuses. The University of Kingston and University of Surrey, Roehampton are associate members.

Programme of work

The programme of work is best summarised by HESE's business plan to be found on its web-site (www.hese.ac.uk). Completion of the targets set in the business plan is approximately 80 per cent as at May 2001.

The company has now recruited its full complement of staff as from February 2001 and these are:

- chief executive
- information and projects executive
- projects and support administrator.

Project outcomes

Short-term outcomes already achieved include:

- a regional profile of the involvement of higher education with business and the community in the South East. HESE will provide this and the inventory below as part of the output of the HEFCE-funded study on the contribution of HE to the regions (see separate project summary on page 70 of this publication)
- an inventory of regional teaching and research strengths on database
- advocacy of the interests of the higher education sector with the South East England Development Agency and Government Office of the South East
- a web-site, brochure and four newsletters by e-mail to key staff with regional interests within the HESE membership
- an exchange of regional best practice conference for:

  business managers appointed under HEFCE's HEROES programme

  administrators and academics responsible for projects under the European Social Fund scheme.

In the longer term the company is expected to enhance collaboration between HEIs in the region over a range of activities, and raise the profile of higher education both as a driver for economic development and as a major contributor to the economy of the South-East region.

Regional consortium project: Higher Education Regional Development Association – South-West

Start date	1 February 2001
Expected completion	31 January 2004
Duration	Three years
Cost	HEFCE grant: £75,000 (£25,000 per year) In addition, HERDA-SW is supported through subscriptions from the 12 member higher education institutions
R&CF criterion	Collaborative arrangements between higher education institutions
Contact	Sean Mackey Head of Secretariat HERDA Sterling House Dix's Field EXETER EX1 1QA tel 01392 220830 e-mail sean@herda-south-west.ac.uk

Aims and objectives

The aims of Higher Education Regional Development Association – South-West (HERDA-SW) are:

- to extend higher education's contribution to sustainable regional development and competitiveness
- to influence and shape the social and economic agenda in the South-West region by appropriate joint action.

To achieve those aims, the association has the following objectives:

- to act as a focal point for effective liaison and co-operation between higher education institutions and key regional and sub-regional agencies
- to encourage HEIs to be active participants in the development and, where appropriate, delivery of key regional strategies
- to monitor the contribution that HEIs make to regional economic performance, benchmarking the contribution nationally and internationally and suggesting ways of optimising that contribution
- to promote good practice in co-operation and helping to publicise the role of HEIs in this activity
- to encourage the exploitation of the knowledge base of the region's HEIs
- to encourage wider collaborative activity between the region's HEIs where this is considered to be beneficial both collectively and individually
- to carry out such other activities as the association considers to be in furtherance of the objectives set out above.

Programme of work

HERDA-SW works through a structure comprising: a strategy board of heads of institutions, meeting twice yearly; an executive committee of senior

institutional managers; a number of special interest groups focused on areas of particular significance in the region; and other affiliated committees and groups, reporting to the executive committee.

HEFCE funding has enabled HERDA-SW to establish a secretariat, comprising a head and administrative support officer, to facilitate the achievement of its aims and objectives.

During the period 2000-03 HERDA-SW will undertake activities to achieve the aims and objectives set out in its current strategic plan. These activities are identified in operational plans developed on an annual basis.

The aims identified in the strategic plan are:

- to influence and shape policy and strategy in relation to social and economic development to create opportunities for HE to make a greater contribution in the South West
- to increase interactions with business for the mutual benefit of HE, business and the regional economy
- to develop the employability, and support the career and professional development, of students and graduates in the South West
- to stimulate and meet a wider demand for higher education from groups under-represented in the student population
- to make a planned contribution to the sustainable economic regeneration of priority sub-regional areas in the South West
- to create a regional ICT infrastructure which enables HE to expand and improve the support it provides for learning, research and wealth creation in the region
- to ensure policy- and decision-makers make full and proper use of available information and research in shaping the social and economic development of the South West.

Project outcomes

Since the introduction of HEFCE funding, outcomes of association activity have included the following:

- won and launched the 'Fulcrum Programme', a HEROBC-funded regional initiative to provide professional development, information and network support to HE staff working in business relations functions
- held a regional residential conference 'HE Means Business' to showcase HEROBC-funded activity across the region and develop links between HE and regional partners
- agreed a three-year strategic plan – setting an agenda for HE's contribution to the South West
- begun implementing, with the South West RDA, a joint action plan of activities for both parties in achievement of common objectives
- secured HE representation on key regional bodies and groups and established a selection and support system for regional HE representatives
- produced a report on the regional contribution of HE in the South West as part of the national project on the contribution of HE to the regions
- conducted an economic impact study of HE in the South West.

Regional consortium project: West Midlands Higher Education Association

Start date	[illegible]
Expected completion	[illegible]
Duration	[illegible]
Cost	[illegible]
R&CF criterion	[illegible]
Contact	[illegible]

Aims and objectives

To set up an association of HEIs in the West Midlands with the aims of:

- encouraging and supporting joint initiatives and developments
- providing a common forum for inter-institutional discussion of regional, national and international issues
- supporting a framework for curriculum development
- supporting research and development
- supporting economic and social regeneration.

The objectives of the association are to:

- act as a non-exclusive conduit for contact and communication between HEIs in the region, and to ensure all HEIs are aware of developments which might affect them
- promote the role and contribution of the sector in economic development in the region
- act as a single point of reference for HEIs in the region with which outside organisations, government departments and other bodies can communicate
- co-ordinate quick and comprehensive dissemination of information from outside organisations to HEIs in the region
- ensure that all HEIs within the region are aware of issues on which views and comments are being sought (both internally and externally)
- represent the sector where requested by the regional HEIs or Universities UK on working parties, information groups and similar for a response which requires a sectoral viewpoint
- provide a co-ordination and management role for activities undertaken by HEIs jointly on a regional basis.

Programme of work

1. Establish association with a constitution, management group, officers, subscription mechanism, secretariat and external profile.

b. Provide a forum for interchange of ideas between HEIs.

c. Collaborate with external agencies in the development of regional policy.

d. Review areas of the curriculum and subjects where there is a mismatch between supply and demand.

e. Empower the Association to make bids for funding to benefit all members, as well as the community at large.

f. Provide a single access point or focus for HE activity in the region.

g. Support regional regeneration.

Project outcomes

- October 1999 – Constitution approved. Chairman (Professor J Brooke) elected and dates of quarterly meetings agreed.
- November 1999 – Location agreed. University of Wolverhampton approved as base for the Association's activities.
- February 2000 – Officers of Association appointed. Office established in the Regional Office, University of Wolverhampton.
- February–October 2000 – Association actively involved in development of regional economic strategic plans; participation in Rover Task Force developments.
- March 2000 – HEROBIC II bid submitted by Association (ultimately unsuccessful).
- April 2000 – Management Group established (membership: pro vice-chancellors).
- June 2000 – Association establishes cross-institutional working groups to review widening participation, foundation degrees, engineering and languages. Association becomes board member and shareholder of West Midlands in Europe Office (in Brussels) in association with local authorities and RDA.
- September 2000 – Association provides experts to advise Business Growth Task Groups within RDA.
- November 2000 – Six proposals submitted by Association to Rover Task Force to support regeneration of automotive industry in region.
- January 2001 – Web site set up for further information on activities and reports.

Regional consortium project: Yorkshire and Humberside Universities Association

Start date	1 August 1998
Expected completion	31 July 2001
Duration	Three years
Cost	HEFCE grant £75,000 (£25,000 per year)
	The YHUA is also supported through subscriptions from member institutions and from project income.
R&CF criterion	Collaborative arrangements between higher education institutions
Contact	Michael Noble Chief Executive Officer Yorkshire and Humberside Universities Association University House Cromer Terrace LEEDS LS2 9JT
	tel 0113 233 1582 fax 0113 233 1583 e-mail enquiries@yhua.ac.uk

Aims and objectives

To facilitate collaborative networking between higher education institutions in Yorkshire and Humberside, focusing on their contribution to the region.

Programme of work

During 2000 the Yorkshire and Humberside Universities Association (YHUA) completed a major restructuring exercise which has placed the organisation on a stronger footing for its developing role as the primary strategic partnership for higher education in the region. Membership of YHUA has been extended to include HE colleges in the region.

All YHUA activities are now undertaken under the auspices of the limited company. The YHUA Ltd board has been reconstituted, with the vice-chancellors and principals as the directors, and the supporting YHUA committee structure has been streamlined. Additional staff have been recruited, including a new chief executive officer.

A three-year strategic plan has been drawn up as the culmination of this process, and has been formally adopted by the YHUA board. The mission statement and objectives for YHUA have been reformulated. Existing activities have been reviewed, and opportunities for new areas of collaborative activity have been explored, within the context of the regional and sub-regional agendas.

YHUA activities will be expanded to include responsibility for providing a focus for research undertaken in the region which is for and about the region. This will include the provision of a regional database of research expertise which will support the work of the RDA, and Yorkshire Forward, and provide greater accessibility to the information for business and industry.

YHUA is now firmly established as one of the main representative bodies within the region. It is regularly consulted by other regional organisations, on behalf of the member institutions, on major regional policy issues. Close working relations have been established with the Government Office, Yorkshire Forward, and the regional chamber and assembly. For example, YHUA is a partner with

these bodies in the formation and development of the Regional Intelligence Unit.

Several collaborative projects have continued, the major ones being:

- the Higher Level Skills Training Fund project (supported by the ESF)
- the regional Widening Participation project (funded by HEFCE)
- the regional HEROBC enterprise and innovation project in association with Yorkshire Forward (funded by HEFCE).

Work has commenced on a new collaborative project, financed by Yorkshire Forward's Skills Development Fund, to undertake further work in the region on the development of higher level skills in support of the regional economic strategy. YHUA has also bid successfully for further ESF Objective 3 money for projects commencing in January 2001.

Project outcomes

Overall, the profile of YHUA (and therefore of higher education as a whole) within the region has been broadened and improved. The collaboration and co-operation between the institutions fostered by YHUA is seen as a significant strength for the region.

The HEFCE funding has enabled this work to proceed at a faster pace than would otherwise have been the case. It has also signalled to the institutions and to other regional bodies the importance of effective regional collaboration.

HEFCE funding has provided a platform for the development of the three-year YHUA strategic plan and the associated financial projections. These indicate that, once this funding has ended, YHUA will be able to operate an extended range of activities on a self-financing basis. Future YHUA activities will be clearly targeted and focused, and embedded within the activities of the individual HEIs.

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College of Ripon and York St John

Start date	Construction starts January 2002
Expected completion	Occupation by July 2003
Duration	One year seven months
Cost	Total project capital cost £8.2 million (both land and buildings) HEFCE grant: £3.4 million (£3 million capital, £0.4 million revenue) 2000-01 £540,000 2001-02 £1,370,000 2002-03 £1,490,000
R&CF criteria	Institutional restructuring with sufficiently innovative aspects to be of general benefit to the sector Major changes to the academic portfolio Structural realignments within institutions
Contact	Professor William A Wardle Deputy Principal The College of Ripon and York St John Lord Mayor's Walk YORK YO31 7EX tel 01904 716604 fax 01904 670622 e-mail w.wardle@ucrys.j.ac.uk

Aims and objectives

The aim is to construct a learning centre on the Lord Mayor's Walk campus, to be a significant agent of change both within the college and amongst its partners and to provide a focus for achieving the objectives set out in the college's learning and teaching strategy. This is a central part of the strategic rationalisation of the College, withdrawing from its previous Ripon campus, and consolidating in York.

The objectives of the project are to:

- widen access
- encourage new modes of learning
- provide a supportive and flexible learning environment
- exploit the capabilities of ICT to the full in support of networked learning
- provide a community resource contributing to local and sub-regional collaboration with other HE providers.

Programme of work

- April 2000 – Submit formal offer to City of York Council to acquire the coach park site
- November 2000 – Formal City of York Council decision received to sell the coach park to the college. Submit detailed planning application
- March 2001 – Obtain detailed planning consent for the learning centre. Commence design and build contractor selection
- January 2002 – Commence construction
- April 2003 – Complete construction
- July 2003 – Complete migration.

Project outcomes

This project is addressing a number of key issues:

- integration of ICT into the curriculum and management of student learning
- the redefinition of academic and academic support staff roles
- an exemplar of local/sub-regional partnership for a collaborative HE strategy
- development of the learning centre as a local/sub-regional resource.

The college intends to disseminate information about its experience of the implementation process and the achievement of the project outcomes through a series of targeted events including a conference, seminars and publications.

Royal Academy of Music

Start date	July 1999
Expected completion	July 2002
Duration	Three years
Cost	Total project cost £6,630,000 HEFCE grant (repayable) £2,000,000
R&CF criteria	Major changes to the academic portfolio Structural realignments within institutions
Contact	Jan Whitehouse Director of Finance & Personnel Royal Academy of Music Marylebone Road LONDON NW1 5HT tel 020 7873 7360 fax 020 7873 7342 e-mail j.whitehouse@ram.ac.uk

Aims and objectives

The aim of the York Gate project is to enhance the Royal Academy's educational programmes and the facilities required to support them. The expansion will allow the development of collaboration with other HEIs in the UK and abroad, and will improve public access to the Royal Academy, its historic collections and related activities.

The specific objectives are to:

- assure the conservation of the Royal Academy's historic collection as aids to its teaching, education and research programmes
- create a 'living museum' which will enhance and dovetail with the main educational mission of the Royal Academy
- improve library facilities by providing space for the Special Collection and archives
- create IT facilities and specialised workshops which will enable collaboration with other HEIs that have instrument collections
- create a recital hall to support all the above initiatives
- achieve maximum possible integration of the various buildings of the Royal Academy
- provide room for expansion.

Programme of work

The work will be undertaken in three main stages:

- Stage one: Refurbishment of York Gate, from July 1999 to March 2000
- Stage two: Creation of a 'living museum', from May 2000 to September 2001
- Stage three: Construction of recital hall, from July 2000 to August 2001.

Project outcomes

The refurbishment of York Gate commenced in July 1999, and occupation of the newly refurbished building took place during April 2000. The building provides much-needed teaching and practice space, dedicated spaces for the special manuscripts and archives, extra library and reading room spaces, and a museum which will house the Royal Academy's historic collections. All will be used to aid teaching, education and research programmes.

Fitting out the museum will involve the construction of highly specialised case-work and the development of graphics and text required for permanent and temporary displays.

The final stage is the construction of a recital hall between the York Gate and main building, with all three buildings linked at basement level. The creation of the recital hall will enable all new educational initiatives to be developed and supported.

University of Salford

Start date	1 August 1999
Expected completion	31 July 2002
Duration	Three years
Cost	£3.8 million
	HEFCE contribution £1.876 million 1999-2000 £479,000 2000-01 £1,144,000 2001-02 £65,000 2002-03 £187,000
R&CF criterion	Structural realignments within institutions
Contact	Peter McCann Director of Planning The University of Salford SALFORD M5 4WT tel 0161 295 5234 e-mail p.r.mccann@salford.ac.uk

Aims and objectives

The aims of the project are:

- to re-structure and re-position science and engineering at Salford to meet changing demand from students, employers and other customers
- to enhance industrial links in science and engineering
- to strengthen enterprise and entrepreneurial skills in the university
- to widen access to teaching and learning programmes.

Programme of work

The first stage of the project was to restructure the university's science and engineering activities, in the context of a university-wide academic restructuring undertaken in 1998-99 and implemented from 1 August 1999. The work included physical moves and improvements to the estate to support the academic restructuring.

Along with the organisational changes, new academic appointments have been made in key areas of science and engineering. The new appointments will accelerate the development of new activities aimed at meeting changing student demand and widening access, and building on the university's existing partnerships with industry.

Project outcomes

Since the re-structuring and with the new academic appointments, one new BSc (Hons) course has been successfully launched by the school of acoustics and electrical engineering. The course attracted an initial intake of 21 students. Six further undergraduate courses are being launched in 2001 by the school of science, and three new MSc courses are being launched by the schools of science and acoustics and electrical engineering, each with options for full-time, part-time and distance learning.

An innovation forum, aimed at transferring the university's advanced innovative and technological skills to business and industry, including regional businesses, is in the early stages of establishment. Much of the development work is being co-ordinated by the new chair of innovation and technology strategy. The postholder took up duty on 1 August 2000.

School of Slavonic and East European Studies

Start date	1 August 1997
Expected completion	31 December 2000
Duration	Three years
Cost	HEFCE grant: £496,577 1997-98 £134,480 1998-99 £139,968 1999-2000 £222,129
R&CF criterion	Institutional restructuring with sufficiently innovative aspects to be of general benefit to the sector
Contact	Professor Michael Branch School of Slavonic and East European Studies Senate House Malet Street LONDON tel 020 7862 8511 e-mail m.branch@ssees.ac.uk

Aims and objectives

The School of Slavonic and East European Studies (SSEES) undertook a three-year programme of restructuring to set up a language unit within the Department of East European Languages and Culture. The four main tasks of the unit were:

- to provide high-quality on-site language teaching by specialist tutors and the necessary supporting learning facilities for academic purposes
- to facilitate language teaching and language learning in other UK institutions through outreach and distance learning
- to develop innovative resources in support of language teaching and language learning, including provision of computer-based self-study and assessment in language learning
- to manage students' periods of study abroad to activate the use of language and develop cultural fluency.

Programme of work

To achieve the aims of the project, the school had to reorganise the work and structure of the department of East European Languages and Culture. This required a fundamental revision of the degree programmes offered by the department, and a reorganisation of academic staff into two groups:

- dedicated language teachers in a Language Unit (with contracts tailored to reflect student demand)
- non-language teachers who would continue teaching the complementary cultural or literary studies subjects and pursue research in their specialist area (such as literature, anthropology or history) and make a contribution to language teaching within their competence and as required.

Project outcomes

The merger with University College London on 1 August 1999 brought new opportunities for teaching and course development. It also increased technical support for enabling computer-aided learning. The new degree scheme started in 1999-2000, introduced language provision on a 4 + 2 model: four hours of contact teaching time and two hours of structured open-access self-study per week (to include video and computer-assisted language learning materials developed for the purpose). The new Language Level 1 and 2 courses were taught for the first time in 1999-2000; Language Level 3 courses were introduced in 2000-01. In the new degree programme, language teachers follow a generic course structure with specific aims and objectives for each Language Level. This ensures a common set of learning outcomes across all the languages taught. Tutor-led classes are supported by structured self-study assignments. Since 1999-2000 self-study has been mainly based on video coursework and satellite recordings produced in-house using contemporary materials (for example, news bulletins, documentaries), or items from the rapidly expanding SSEES collection of foreign-language films. Internet resources were also used. Self-access provision was further extended to attain the planned 3 + 3 model in 2000-01.

Another major area of development has been the provision of graded Reading Courses (1 and 2) as qualifications for students majoring in non-language-based degrees in history and social sciences. These courses attract relatively large numbers of students who acquire specialist reading skills in their area of study. Each course has a value of one course-unit which can count towards the final degree. Two levels of Reading Courses are already available in Bulgarian, Czech, Finnish, Hungarian, Polish, Romanian, Slovak, Serbian/Croatian and Ukrainian. In 2000-01 the Reading Course 1 qualification was introduced for Estonian, Latvian and Lithuanian; the same qualification in Albanian will be available from 2001-02. Similar specialist reading courses are being developed for MA students.

The dedicated language unit premises, opened in January 1999, have become an effective focal point for teaching, course development, access to specialist materials and management of study abroad. The core staff have been augmented by a teacher of Finnish, funded by the Finnish Ministry of Education's Centre for International Mobility. In 1999-2001 and 2000-02, specialists in the teaching of Polish as a second language were seconded to the language unit to undertake research and to develop learning and teaching materials, funded by the British Council and the Polish Ministry of National Education. The language unit has also established its role as an international meeting place for specialists in Central and East European language learning and teaching. The unit has hosted, among others, visitors from Bulgaria, Finland, Hungary, Poland, Romania, Ukraine, Australia, Canada and the US.

Self-access materials (printed matter, videos, audio tapes, CD-ROMs and web-based materials) are being augmented by purchase wherever possible and, for the most part, by in-house development and outsourcing. The unit's collections are already extensive for Czech and Polish and, to a lesser extent, for Estonian, Latvian and Lithuanian. Collections of materials for the study of Croatian, Finnish, Hungarian, Macedonian, Romanian and Serbian are under way. Work has also started on Belarusian, Bulgarian, Slovene, Slovak and Ukrainian.

Students of the Department of East European Languages and Culture are expected to spend at least 12 months of their period of study abroad. The language unit provides guidance and practical help in placing students in a university where the specialisms are best suited to a student's particular interests. For students majoring in one language this takes place in the country of study. Students studying more than one language divide their study abroad period between the two countries where the languages are spoken. The language unit maintains information on a wide range of courses offered in universities throughout Central and Eastern Europe. More recently it has negotiated in respect of a number of languages 'scholarship quotas' for SSEES students on summer courses at universities in the region.

Experimentation with M-bone multicast ideo-conferencing, begun in January 1998, has continued. For the second year running SSEES has run a programme of 10 interactive presentations between the School and the University of Warsaw as part of activities under an EC-Telematics project entitled Multimedia Education and Conferencing Collaboration over ATM Networks and Others (see www-mice.cs.ucl.ac.uk/multimedia). In 2000-01 the school also successfully experimented with an interactive video-conferencing exchange with the Stockholm School of Economics in Riga. Concurrently, the language unit is an active participant in a UCL-wide project to explore the potential of the WebCT distance teaching and learning system.

In 2000-01 the appointment by SSEES of its own Web-master has enabled the language unit to develop its own dedicated home-page. The information published on the language unit's web-site has already become a significant language learning resource as a direct teaching tool (for example, progressive publication on the intranet of week-by-week outlines for language courses) and support materials (for example, providing links to appropriate internet sites).

University of Sheffield: Development of Sheffield Women's Hospital

Start date	December 1999
Expected completion	March 2001
Duration	Two years
Cost	HEFCE grant: £1.5 million – as a contribution to the £2.3 million capital cost of the academic department of obstetrics and gynaecology in the new Sheffield Women's Hospital
R&CF criteria	Major changes to the academic portfolio Structural realignments within institutions
Contact	Dr P J Hayward Estates Services University of Sheffield 45 Victoria Street SHEFFIELD S3 7QB tel 0114 2222 9205 e-mail p.hayward@shef.ac.uk

Aims and objectives

This funding contributes towards the creation of a new academic and clinical teaching and research facility known as The Jessop Wing in the Royal Hallamshire Hospital. This follows the removal of the University of Sheffield's Department of Obstetrics and Gynaecology from its previous premises in Sheffield's Jessop Hospital for Women to premises in the newly-built Sheffield Women's Hospital situated at Stonegrove. This was as a result of decisions by the NHS to close the Jessop Hospital and move the city's Obstetrics and Gynaecology provision to the new Stonegrove Hospital. The University of Sheffield has been required to contribute towards the cost of new premises and facilities for the academic department, including state-of-the-art laboratory provision. The HEFCE grant represents a proportion of this contribution. As well as centralising clinical services in the city, the scheme will bring together the academic department of obstetrics and gynaecology currently based in the Jessop Hospital for Women and the Northern General Hospital.

Programme of work

The programme of work is being managed by the Central Sheffield University Hospitals Trust in partnership with the University of Sheffield. The main costs are building works and fees, together with a contribution towards the cost of laboratory fittings, benches, cabling fume cupboards and centrifuges.

Project outcomes

The project forms part of a strategic plan developed with the Trust to bring the two academic departments together on one site. Academic outcomes are expected in terms of developments in research in the following areas:

- the molecular and cellular processes involved in germ cell development
- fertilisation and implantation
- foetal development
- gynaecological oncology.

This research is of importance for: developing new treatments in many aspects of infertility; increasing knowledge of foetal development; developing new methods of contraception; and finding new approaches to cancer treatment.

The outcome is provision of much-needed facilities to enable this work to continue for the benefit of patients regionally and nationally. Such facilities form part of the much-needed new development of clinical facilities in the city of Sheffield.

Progress to date

All building work on the new hospital (including fitment of the new laboratory) is now complete, having been carried out under the control of the Central Sheffield University Hospital trust. The Department of Obstetrics and Gynaecology occupied the new premises in February 2001.

University of Sheffield and Lancaster University

Start date	January 2000
Expected completion	December 2000
Duration	12 months
Cost	Total project cost: £2,450,000 HEFCE grant: £612,500
R&CF criteria	Collaborative arrangements between higher education institutions Structural realignments within institutions
Contact	Dr Kevin Mundy Assistant Registrar (Planning) Corporate Planning Office University of Sheffield Western Bank SHEFFIELD S10 2TN tel 0114 222 1210 fax 0114 276 1971 e-mail k.mundy@sheffield.ac.uk

Aims and objectives

The primary objective was to relocate the highly rated polymer chemistry research group from Lancaster University to the Chemistry Department in the University of Sheffield.

The aim was to support the University of Sheffield in meeting the costs of providing appropriate accommodation to receive transferring staff and to support the integration of the Polymer Group through the refurbishment of existing laboratory and office space. Relocation of this research group complements the existing research clusters in the Chemistry Department and will lead to opportunities for collaborative research in areas identified for growth by the university.

Programme of work

a. Refurbishment to expand and modernise research laboratory facilities to provide facilities for staff, researchers and students transferring from Lancaster and to improve teaching laboratories to cater for additional student numbers.

b. Transfer of seven academic staff contracts from Lancaster to Sheffield in March 2000. The physical transfer of all staff and equipment was completed in November 2000.

c. Transfer of contracts of seven research staff to Sheffield in October 2000 along with the registration of six postgraduate research students and the research grants associated with the transferring staff.

d. Transfer by Lancaster of the relevant proportion of quality-related research funding associated with the transferring staff to Sheffield.

e. Adjustment to the MaSN for Sheffield and an increase of 100 funded FTEs to enable expansion of undergraduate teaching in chemistry.

f. Transfer of existing equipment from Lancaster to Sheffield essential to the work of the Polymer group.

Project outcomes

Refurbishment works began in August 2000, providing high quality teaching, research and office space. Consequently higher levels of space utilisation have been achieved.

Assistance with the cost of the laboratory refurbishment has allowed transferring staff to maintain a high level of research in newly refurbished laboratories, and has extended facilities for final year students and research postgraduate students.

Staff have been fully integrated into the department, and the incoming group's interests in polymer synthesis and characterisation (especially biomaterials and 'smart' polymers) complements existing strengths in physical polymer science, tissue engineering and engineering materials. The transfer has strengthened Sheffield's strategy of developing chemical applications to materials and biology and has already led to increased research grant activity.

The transfer of staff has significantly benefited students studying chemistry at Sheffield by increasing the choice of topics available for final year projects and introducing new teaching activities.

The project has enhanced chemistry in Sheffield to the overall benefit of the subject nationally and allowed resource re-allocation to strengthen departments contributing to the environmental thematic research focus at Lancaster.

University of Southampton

Start date	October 2000
Expected completion	September 2005
Duration	Five years
Cost	HEFCE grant: £3.449 million
R&CF criterion	Major constitutional change, particularly merger
Contact	Dr John Taylor Director of Planning Room 4005 Building 37 University of Southampton Highfield SOUTHAMPTON SO17 1BJ tel 023 8059 2128 (direct line) e-mail John.Taylor@soton.ac.uk

Aims and objectives

In 1997, following urgent negotiations between the university, HEFCE and the Teacher Training Agency, a merger was agreed between the University of Southampton and the former La Sainte Union College of Higher Education (LSU). In September 1997, after less than six months of preparation, the University of Southampton New College was formed. At that time, the main concern for those involved was to ensure that almost 2,000 students were able to complete their courses without interruption. This objective has been achieved in full.

Having reached this point, the university has initiated a major restructuring plan, intended to deliver a very different vision for New College. This is for the development, within the context of a research-intensive university, of a centre of excellence committed to widening participation and lifelong learning, offering innovative new courses for groups currently under-represented in higher education.

Programme of work

The restructuring of New College, including the development of new academic provision, has consequences for staffing, accommodation and infrastructure. Old courses must be phased out and new courses introduced; new skills and expertise must be developed; and new facilities must be acquired. Key appointments will be made to ensure that the special needs of students from non-traditional backgrounds are met. New academic appointments will be made to lead course developments. Funds will also be used for the retraining and re-skilling of existing staff. Capital investment will be a crucial part of the New College project. Enhanced facilities will be provided in the area of Sports Management and Leadership, including:

- a human performance laboratory
- refurbished lecture theatres and seminar rooms
- new IT facilities
- a new library and Learning Resource Centre.

Project outcomes

By April 2001, detailed planning has been undertaken in the main capital developments, ahead of a major programme of work in the summer of 2001 and ongoing work through 2001-02. New staff appointments have been made and course development is progressing. A major marketing initiative has been launched. The first expanded intake of students will be admitted in October 2001, with numbers building up over the period to 2004-05.

Staffordshire University

Start date	September 2000
Expected completion	September 2002
Duration	Two years
Cost	Total project cost: £4,371,000 HEFCE grant: £2,185,500
R&CF criteria	Major changes to the academic portfolio Structural realignments within institutions
Contact	Dr Susan O'Brien Deputy Vice-Chancellor (Academic) Staffordshire University Beaconside STAFFORD ST18 0AD tel 01785 353299 fax 01785 245441 e-mail s.o'brien@staffs.ac.uk

Aims and objectives

The aim of the project is to support the university's re-profiling and strengthening of its provision in science, engineering and technology in the light of changing demand and in the context of national and regional priorities for knowledge, skills and research developments.

It achieves this aim through the following:

- the provision of high quality facilities for a number of new BSc (Hons) Technology awards designed for the education of Incorporated Engineers and Engineering Technicians, an innovation at national level in engineering education
- expansion of the number of technology undergraduates and part-time postgraduates in keeping with the identified needs of the region
- restructuring and re-profiling of science provision to restore numbers and diversity by redirecting investment from areas of limited development potential in chemistry and physics to new cross-disciplinary awards that build on proven strengths in teaching and research and are of benefit to the region
- the transfer of physics to Keele University, to strengthen the provision of physical sciences in the region and preserve student choice.

Programme of work

- December 2000: transfer of physics staff and student numbers completed
- July 2001: transfer of physics resource to Keele and decommissioning of nuclear physics facility completed
- September 2001: library provision and retraining for new science awards completed
- restructuring and refurbishment of engineering laboratories to provide technology centres: Stage 1 completed by the University during 1998-2000; Stage 2 completion by September 2001; Stage 3 completion by September 2002
- September 2001: restructuring and refurbishment completed of physics, chemistry and general science laboratories to provide

laboratories for forensic and food sciences, bio-medical science, psychophysiology and human biology.

Project outcomes

The outcome in engineering and technology will be the creation of a centre of excellence providing innovative education for Incorporated Engineers and Engineering Technicians. Engineering courses will have been broadened and expanded to make them more accessible and innovative as technology courses. Full-time student numbers on these new technology awards will have increased to 1,200 with potential for further growth. A virtual learning environment will have been created for the provision of interdisciplinary technology courses across the university campuses and to college partners. The project will also support a new flexible work-based MSc in Advanced Technology, using computer-assisted delivery to engage with engineering/technology employees in large and small companies. Resources will have been redirected from an area of declining student numbers with limited potential for development to interdisciplinary technologies closely associated with high demand from students and with areas of expansion in the new knowledge-based economy. Expensive, under-used engineering space will have been converted to new technology centres designed for learning and research.

In sciences, a range of new interdisciplinary applied science programmes will be available to students, distinctive within the region's provision. New awards in forensic and food sciences will make optimum use of expertise in analytical chemistry. Strengths in biology and laboratory-based psychology will be exploited and linked with new awards developed in human and applied biology with technical, biomedical and psychological orientations. The science portfolio will be more diversified with less reliance on psychology recruitment. Expensive under-used natural science laboratories will have been converted to support the new programmes and exploit the synergy between disciplines for teaching and research.

The transfer of physics to Keele University will safeguard regional provision in physics, preserve student choice, strengthen the research and teaching profile in physical sciences at Keele in keeping with Keele University's strategic plan, and facilitate the development of complementary science provision between the two universities.

University of Sunderland

Start date	September 1999
Expected completion	August 2002
Duration	Three years
Cost	Total project cost: £3,268,000 HEFCE grant: £1,634,000
R&CF criteria	Institutional restructuring with sufficiently innovative aspects to be of general benefit to the sector Structural realignments within institutions
Contact	Ian Neal Director Plus 2, University of Sunderland Chester Road Library Chester Road SUNDERLAND SR1 3SD tel 0191 515 2254 fax 0191 515 2904 e-mail ian.neal@sunderland.ac.uk

Aims and objectives

The project is intended to enable the university to take a strategic view on how it should be organised to operate in an environment where flexible learning is the norm. To this end, the project will:

- identify the operational and organisational systems necessary for such an approach
- review current systems and redefine them to improve operating efficiency
- specify a system environment necessary for the operation of such an approach
- identify the staff development necessary for its implementation.

Programme of work

The project will be phased as follows:

a. Review and collate best practice in the UK and beyond for information and administrative systems and managed learning environments used in higher education.

b. Evaluate available software for administration systems and learning environments.

c. Undertake a review and evaluation of the current operational systems in the university and identify opportunities for reform.

d. Specify systems for administration, learning and management of information for the benefit of learners.

e. Identify and implement associated staff training and development needs.

f. Implement the new systems.

Project outcomes

a. Improved organisation of the university and learning and career opportunities for its students.

b. The introduction of a new student administration and managed learning system, compatible with existing university business systems.

Progress

Significant progress has been made towards the specification and selection of a new virtual learning environment and a new student administration system. The exercise has been based on the priority of awareness-raising within the university, as well as establishing selection criteria. A team, under the corporate title 'Plus 2', is being appointed to undertake most of the process evaluation and co-ordination of the activity. The Plus 2 project receives funding from this and two other external sources as well as from the University, each of which will require their own evaluations.

Most of this team is in place, and the remainder will be appointed as implementation of the new processes, including training, gets under way. Concurrently, the team is working on the review of the existing business processes to identify areas that are ripe for streamlining or re-engineering.

The project aims to enhance efficient operation of the university, but the overall principle is to enhance the learning experience and opportunities of students. An important part of the evaluative studies will be to investigate the connection between these.

University of Teesside

Start date	1 August 1999
Expected completion	31 July 2002
Duration	36 months
Cost	HEFCE grant: £1,050,000
R&CF criteria	Major changes to the academic portfolio Structural realignments within institutions
Contact	Professor Graham Henderson Deputy Vice-Chancellor (Academic and Development) University of Teesside MIDDLESBROUGH TS1 3BA tel 01642 342012

Aims and objectives

The aims and objectives of this project are to:

- accelerate the redirection of resources from declining to emerging areas of academic activity
- develop the University's academic portfolio in a way that will strengthen both its academic and financial position
- facilitate the development of a range of inter-disciplinary programmes in each of the following: media (spanning media technology, digital arts, virtual reality, media production, cultural studies and journalism); leisure, tourism and heritage; health sciences; and bio-mechanics
- develop the University's cost-benefit analysis methodology which underpins its resource allocation methodology, to ensure that resources are effectively deployed to support its changing activities.

Programme of work

As part of a major academic reprofiling process within the University, the funding provided through this project has been used to fund new academic posts in four key areas of targeted development. These staff have been used to lead the development of a range of new academic programmes at sub-degree and degree level, and are making a major contribution towards embedding those areas within the university's core academic activity.

In support of this strategy, the university has continued to pursue a wider restructuring of its academic portfolio, facilitated through a major management review conducted throughout the past year. This review was designed to reprofile the staff and other resources within the university to move resources towards areas of targeted growth, mainly through the re-skilling of existing staff and further 'new blood' appointments.

As a consequence of the review, 11 members of academic staff have been successfully redeployed into new areas of university activity, and growth in student numbers and staff turnover have enabled resources to be made available to fund a further 25 new staff in growth areas.

In parallel with the management review, the university has continued with the implementation, and further development, of its cost-benefit analysis model. This informs the academic reprofiling process by relating income to expenditure across all areas of academic activity. In 1999-2000, the outputs from the model were used to identify areas for rationalisation and further resource investment, which proved to be a key driver of the management review process.

Throughout 2000-01 work is ongoing to extend the model to produce a detailed analysis of income and costs at 'module' and 'programme' level as a vehicle for assessing module and programme viability. This is being supported by a good management practice project, which is developing techniques to enable the university to assess the efficiency and effectiveness of central support services, departments and units, with a view to achieving recurrent savings of about £400,000 per year.

Progress to date has given the university confidence that these strategies can both succeed in delivering the desired shift in academic profile and allow the university to provide a flexible and dynamic response to student demand.

Project outcomes

The funds provided for the project have been used to fund 11 'new blood' academic staff appointments spanning all six schools of the university, which include:

- media – five posts
- leisure, tourism & heritage – two posts
- health sciences – two posts
- bio mechanics – two posts.

Enrolment figures on programmes in all of these areas are pleasing, and indications from UCAS applications statistics show that the programmes developed as a result of this restructuring initiative are beginning to make a substantial contribution to the success of the university. The overall number of UCAS applications received by the university as at December 2000 shows an increase of 17.2 per cent over the same date last year. This upward movement reverses a trend experienced in 1999-2000 when applications at this stage in the year had experienced a decline of 7.7 per cent. This upward trend in applications is evident across all six schools of the university and is particularly prominent in respect of programmes in those academic areas that were targeted for development within the university's academic reprofiling strategy.

With the exception of health sciences, which is being reprofiled to provide a greater focus on public health, all of the targeted areas remain areas of planned growth in the academic development strategy of the university. This seeks to build upon recent success, as follows:

a. Enrolments have continued to rise year on year in five key subject areas since the launch of the new strategy in 1998-99. Further growth of over 500 FTE students is anticipated in these areas alone in 2001-02, bringing the overall growth in student numbers in these areas to 200 per cent within three years.

b. Continued development of innovative practice in the context of the university's Learning, Teaching and Assessment Strategy.

c. Growth in the number of cross-disciplinary programmes through development of a range of joint and major/minor awards spanning traditional subject boundaries.

In addition, the developments associated with the restructuring activities are highlighting new opportunities for the extension of sub-degree provision in partnership with the further education sector through the University of Teesside 'Higher Education Business Partnership' (HEBP).

Thames Valley University

Start date	April 1999
Expected completion	2003-04
Duration	Five years
Cost	HEFCE grant: £3,400,000
R&CF criteria	Major changes to the academic portfolio Structural realignments within institutions
Contact	Geoff Crispin Deputy Vice-Chancellor Thames Valley University St Mary's Road Ealing LONDON W5 5RF tel 020 8231 2042

Aims and objectives

The aim of the project is to support implementation of the university's action plan for academic and financial recovery.

Programme of work

The University prepared a five-year action plan for addressing difficulties in relation to student recruitment and retention, the findings of a report by the Quality Assurance Agency for Higher Education, and the financial consequences.

The action plan was approved by the HEFCE Board in April 1999. The HEFCE is providing £3.4 million from the R&CF fund towards the cost of the plan.

Project outcomes

The intended outcomes include:

- restructuring of the university into three faculties: the Faculty of Music, Media & Creative Technologies; the Faculty of Health & Human Sciences; and the Faculty of Professional Studies, covering tourism, leisure, hospitality, business, law and computer science
- clearer focusing on programmes with buoyant student demand, and action to improve student retention
- consequential staff restructuring to reflect the new school and programme structure
- Administration and Management Review to secure staff savings of £2.4 million
- revision of the university's quality assurance procedures.

Over the past year, good progress has been made in implementing the action plan. The main outcomes secured include:

- achieving the university's student recruitment targets, as envisaged in the action plan, for 2000-01
- achieving the overall financial targets set in the budget projections of the action plan for 2000-01
- embedding and developing the university's revised procedures for setting, sustaining and reviewing quality and standards of programmes
- identifying a plan for restructuring of the estate to support re-investment, and undertaking negotiations towards securing that plan
- introducing new developments consistent with the university's wider academic plan, such as summer school programmes to provide additional support for students and so aid retention, and foundation degree programmes.

University of Wolverhampton

Start date	June 2000
Expected completion	September 2002
Duration	Three years of HEFCE funding with preliminary work funded by the institution
Cost	Total project cost: £4.467 million HEFCE grant: £1.599 million 1999-2000 £533,000 2000-01 £533,000 2001-02 £533,000
R&CF criteria	Major changes to the academic portfolio. Structural realignments within institutions Collaborative arrangements between higher education institutions
Contact	Professor Gerald Bennett Pro Vice-Chancellor University of Wolverhampton Telford Campus, Shifnal Road, Priorslee TELFORD TF2 9NT tel 01902 321791 fax 01902 323855 e-mail G.Bennett@wlv.ac.uk

Aims and objectives

The restructuring and collaboration project is part of a major review of all institutional activities. The review covered curriculum, modularity, estates, budgetary systems and collaborative arrangements, with a view to improving the university's efficiency, usage of resources, and response to changing market needs.

The specific aims and objectives of the restructuring and collaboration project are:

In engineering and the built environment, to:

- rationalise, re-structure and re-focus engineering and built environment provision
- redirect resources within engineering and the built environment away from areas of low demand and into areas of growing demand from students and industry
- develop teaching, research and support for industrial organisations in specialisms with proven expertise and growing demand
- develop collaborative arrangements with other institutions so as to provide logical, integrated and comprehensive provision for local and regional students.

In health sciences and applied sciences, to:

- integrate and rationalise provision providing support for institutional restructuring
- utilise scarce resources more effectively, particularly in the life sciences area
- refurbish and modernise laboratory facilities for health sciences and applied sciences, and utilise them on a joint use basis
- support collaboration with regional partners.

In languages and European studies, to:

- rationalise and restructure languages provision
- reconfigure the languages curriculum and provide for increased demand for languages with other vocational provision whilst recognising the reduction in demand for a number of specialised languages and European studies routes
- integrate languages and humanities provision and rationalise facilities

- support collaborative linkages on a regional basis.

Programme of work

The activities in the project were scheduled as follows.

Year 1

All necessary background investigation completed.
Planning of restructuring programmes completed.
Discussions with collaborating institutions.
Planning of curriculum development completed.
Planning of resources and facilities improvement.
Commencing facilities development.
Staff re-training.

Year 2

Implementation of restructuring activities.
Validation and pilot implementation of curriculum developments.
Continuing resources and facilities improvement.
Staff re-training.

Year 3

Completion of restructuring activities.
Implementation of curriculum developments.
Completion of resources and facilities provision.
Completion of staff re-training.
Full implementation – September 2002.

There are three linked sub-projects within the overall restructuring and collaboration project, which will operate to different time scales within the overall programme above.

Project outcomes

In the preliminary period and the first section of the project itself the following have been undertaken:

- planning restructuring programmes
- curriculum development
- discussions with partners and collaborating institutions
- planning facilities developments
- start of facilities improvement and equipment acquisition.

In engineering and the built environment, a new curriculum has been designed and will be implemented on a phased basis over the remaining period of the project. Necessary equipment and software is being acquired. Staff training and re-training will take place throughout the project.

In health sciences and applied sciences, an initial phase of laboratory refurbishment and joint use has been completed. The full implementation of this part of the project is now planned and designed and will take place, integrated with other capital projects, for full implementation by September 2002.

In languages and European studies, restructuring and merger with humanities and social sciences has taken place. Reconfiguring of the languages curriculum is in the process of completion for implementation by September 2001. Improvement of facilities will be completed by September 2002. Staff re-training is taking place throughout the period of the project.

University of York and University of Essex

Start date	1 July 1999
Expected completion	30 September 2000
Duration	15 months
Cost	HEFCE grant: £64,000
R&CF criterion	Collaborative arrangements between higher education institutions
Contact	Professor G J Pert Head of Department Physics Department University of York Heslington YORK YO10 5DD tel 01904 432250

Aims and objectives

The transfer of three members of academic staff (one professor and two readers) from the physics department at the University of Essex to the physics department at the University of York, to strengthen research in plasma physics and related areas at York.

Programme of work

Building modifications have been carried out at York to provide academic offices and accommodation for research fellows and students, together with a computer laboratory and related facilities. These are now complete and fully equipped. Relocation of academic staff took place in July 1999, September 1999 and September 2000. Research fellows and students moved concomitantly with staff.

Project outcomes

The transfer has been accomplished. The new staff members have integrated smoothly with the department at York, providing additional lecturing support and new courses. The plasma group is showing increased vitality. Visits to conferences have taken place, and several joint research grant proposals and papers have been produced. Overall the transfer has been very successful.

Section 4: Projects already completed

1. The following projects were completed before January 1999. They were reported on in our first R&CF progress report – HEFCE 99/34 – and therefore are not included in this report:

- Coventry University: reprofiling of provision in science courses, moving from physics and materials sciences into sports science
- Merger of Loughborough University with Loughborough College of Art and Design
- Merger of University of Southampton with La Sainte Union College
- Study of demand for higher education in Cornwall
- Study of demand for higher education in Thanet
- Thames Valley University: Learning Resource Centre.

2. The following projects were completed by the time of publication of our second R&CF progress report – HEFCE 00/30. They were reported on in that report, and therefore are not included in this report:

- University of Bath and University of East Anglia: transfer of physics
- Cambria: regional study of demand for higher education
- University of East London: creation of multimedia production centre
- Leeds Metropolitan University: merger with Harrogate College and individualised programmes of study scheme
- University of Manchester: restructuring of medical school
- University for Industry and HE: De Montfort University.

Section 5: Criteria, approval procedures, terms and conditions, and monitoring

Objectives and criteria

1. The overarching purpose of the fund is to facilitate constructive development, at a strategic level, in relation to the structure and organisation of HEIs and the sector. The fund cannot, of course, support all change in HE. It remains primarily for HEIs to identify where development is needed, and to pursue change from their own resources. Both institutions and the sector must remain dynamic, constantly searching for ways of developing and improving for the benefit of students, research activity, and the wider community interest.

2. However, there are circumstances where strategic development would be beneficial but where the institutions concerned do not have the resources to undertake it alone without damage to their other priorities. That is where the fund can help. It is not designed to support marginal adjustments and routine development which institutions should pay for by themselves. Rather, its focus is on strategic and innovative change at the organisational and structural level.

3. The five specific criteria which underpin the Restructuring and Collaboration Fund are:

a. Major changes to the academic portfolio.

b. Major constitutional change, particularly merger.

c. Institutional restructuring with sufficiently innovative aspects to be of general benefit to the sector.

d. Structural realignments within institutions.

e. Collaborative arrangements between higher education institutions.

4. Institution-led projects under the collaboration criterion have to involve at least one HEI, and normally the collaboration is between two or more HEIs, although partners outside the HE sector can also be involved. We allocate R&CF funding only to universities and colleges within the higher education sector, or to associated bodies which serve the HE sector. But so long as there is a lead HEI in every institution-led project, a project can involve FE colleges or institutions outside the HE and FE sectors if that will serve to meet the objectives of the scheme.

5. Since the purpose is to facilitate change, funding is only for a limited period, normally a maximum of three years for any given project.

Application and approval process

6. So far, we have not invited competitive bids for the fund. We have deliberately not formalised the procedures into an annual bidding round, so that we can respond quickly to proposals and opportunities as they arise. A proposal can be submitted, and approved, at any time during the year. This means that money may not be available if the funds for the year have already been allocated.

7. As familiarity with the fund grows, it is becoming increasingly competitive. As noted in Section 2 of this report, allocations have accelerated rapidly. We do not have the resources to maintain that rate of expansion. We have now reached the point where a more explicit element of competition needs to apply to ensure value for money in judging between bids.

8. If an institution wishes to submit a bid for funds, it should contact its HEFCE Higher Education Adviser or Regional Consultant, who will provide further details on the fund if necessary and advise on how to proceed. Each institution's HEFCE contacts can be found on our web-site at www.hefce.ac.uk under 'About us'.

9. We are happy to have iterative discussions with institutions about their proposals, working from first soundings about a possible project, through consideration of draft proposals, to final submission of a business case.

10. During 2000, we amended the consideration and approval process that we apply, so that it has the following steps:

a. The process starts with discussion between the HEI and Regional Consultant/Higher Education Adviser, with as many iterations as are needed.

b. Once a quarter, all proposals which are under active consideration are reviewed by an internal HEFCE group comprising the Chief Executive, the Director for Institutions and the Regional Consultants.

c. Once the Regional Consultant is satisfied that the proposal meets the criteria, and has been developed to the point where it can be recommended for approval, they put it forward to the Chief Executive and Director for Institutions for consideration.

d. Projects of a total value less than £100,000 can be approved by the Chief Executive under delegated authority from the HEFCE Board.

e. Projects of a total value between £100,000 and £4 million must be approved by the Chief Executive in the light of advice from an advisory panel. In order to avoid possible conflicts of interest, that panel comprises HEFCE Board members not drawn from HEIs located in England. The current members are Lord Sutherland, Dr David Potter and Caroline Neville. Projects of a value between £2 million and £4 million also require the approval of the Chairman of the HEFCE Board.

f. Projects of a total value of £4 million or more must be put to a meeting of the full HEFCE Board for approval. Final decisions on such projects therefore need to be synchronised with the annual cycle of Board meetings.

Contents of a project proposal

11. We expect all project proposals to include a business plan. We would normally expect this to contain:

a. Objectives of the project.

b. How it fits with, and helps to deliver, the institution's wider mission and corporate plan.

c. Rationale for project: for example, Why is this a good thing to be doing? What external or internal developments have triggered it? Why now? Why in this institution? Why is the institution unable to pay for the project from standard resources?

d. The expected benefits, not just for the institution but in terms of wider gains or lessons for the sector.

e. A description of how the project will be undertaken. What actions will be taken? By whom? To achieve what outcomes?

f. Timescale, milestones during the project, and deadlines for completion.

g. How the institution will assess whether the objectives have been achieved – in specific, measurable, achievable, relevant, and time-specified (SMART) terms. There should be quantified performance indicators wherever possible, and in terms of ultimate objectives (for example, improvement of the student learning experience) not just interim processes (for example, setting up a unit or producing a report).

h. Budget details, which distinguish between staff and non-staff costs, and between revenue and capital costs, and which identify other sources of income that will contribute to the overall cost.

i. A cost-benefit analysis to show that the expenditure will secure value.

j. Requested grant allocation profile by month and year.

k. Identified member(s) of staff responsible for undertaking the project.

l. Authorisation from the head of the institution for submitting the project.

12. Item i. reflects the presumption that projects to be funded from the R&CF should deliver subsequent benefits, in the form of savings or value improvements, which should be identifiable, quantifiable and greater than the cost of the project.

13. We recognise that for many projects it is difficult to quantify, or assign a monetary value to, the benefits. We will also apply a test of proportionality – the scale of analysis appropriate for a small project will be rather limited. Nonetheless, we consider that it can be a helpful discipline in considering larger projects to undertake a net present value (NPV) benefit assessment, demonstrating value for money through an analysis of the costs and benefits of the proposed project. This should identify, quantify and if possible value all the costs, benefits, risks and uncertainties associated with the project and discount them to derive the present value. The standard rate of discount currently specified by Government for

appraisals involving HEFCE funds is 6 per cent. The Treasury Guidance, The Green Book, 'Appraisal and Evaluation in Central Government', HMSO 1997 and the HEFCE guide, 'Appraising investment decisions', March 1999 (HEFCE 99/21), provide further details of this process.

Standard terms and conditions of funding

14. Approval for each project is subject to the following standard terms and conditions. When an institution is notified that a project has been approved, it will receive a letter which sets out these terms and conditions for the grant:

a. The institution should provide an expenditure profile by month for each of the financial years of expenditure.

b. We will pay in accordance with the profile of expenditure up to a total of 90 per cent of the grant which has been approved. The remaining 10 per cent of the grant will be released on receipt of a satisfactory final project report.

c. Before beginning to make payments, we will need evidence that work has begun (such as a copy of a contract or other documentation).

d. The institution should provide a progress report every six months, with the first such report to be submitted six months after the start of the work. These reports should reflect the work completed with the support of the previous six months' payments, and should also identify any programme slippage. Where there is slippage, the progress report should show a recovery plan and revisions to the monthly expenditure profile. We reserve the right to suspend payments should progress reports not be forthcoming.

e. The institution should inform us of any significant alteration to the project. We reserve the right to terminate funding if, in our judgement, these alterations mean that the project is now unlikely to achieve the intended outcomes.

f. The institution should provide a final report, setting out how far the project has met its objectives, milestones and deadlines. This is particularly important for any projects which are intended to be innovative, and to have wider application to other institutions. In such cases, the final report will need to set out in detail what lessons have been learnt. This report should also show the total cost of the programme and include assurances on the use of the grant. We will specify the deadline for receipt of the final report.

g. We reserve the right to make available to others the final report (and any other associated products from the project), as part of disseminating the project findings for the benefit of the rest of the sector. We may do so either free of charge, or with a charge to cover the cost of the publication.

h. In all cases, we will need an assurance that the grant has been used for the purposes intended, and in accordance with the normal requirements of our financial memorandum with HEIs. The form of that assurance will depend on the scale of the project, as follows:

   i. Where the total grant is £100,000 or more, we need evidence that the institution's internal or external auditors (or a separate firm of auditors if preferred) have tracked the grant for the individual project sufficient to give us an assurance in accordance with the normal requirements of our financial memorandum with institutions. The cost of this audit is an allowable cost under the programme. The institution may ask internal or external auditors to include that task within any wider routine audit work they are doing (subject to meeting the deadline for the audit report). But it is not sufficient for us to have a generalised assurance that overall the institution's financial arrangements are satisfactory. We need the assurance to be tied to the grant for the specific project.

   ii. For any grant totalling less than £100,000, an institution could ask its internal or external auditors to undertake

the same exercise as for larger grants. However, it will be sufficient for the institution to give a statement (which must be signed by both the head of institution and the director of finance), certifying that the grant has been used for the purposes intended and in accordance with the normal requirements of the financial memorandum.

i. We reserve the right to reclaim any over-payment from the institution's recurrent grant, if an audit statement shows that expenditure has not been incurred in line with the grant allocated.

Key to abbreviations

ESF	European Social Fund
FE	further education
FTE	full-time equivalent
HE	higher education
HEI	higher education institution
HEROBC	Higher Education Reach-out to Business and the Community (a HEFCE special initiative)
ICT	Information and communication technologies
R&CF	Restructuring and Collaboration Fund
RDA	Regional Development Agency

MOISTEN EDGES AND FOLD

Restructuring and Collaboration Fund report

We are looking for feedback on the R&CF report to determine the future content and format, and would be grateful for your comments.

1. Do you find the information in the publication useful as a reference for the R&CF?

   Yes No

   If you answered 'no' can you please explain why.

2. Is there any other information that you would like to be included?

   Yes No

   If so, what?

3. We are considering changing the content and format of the R&CF publication. Which of the following would you prefer?

   A summary of the fund in hard copy with links to reports on each individual project on the web-site

   All on the web-site only

   No change

   Other comments

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